DOCUMENT RESUME

ED 434 573 HE 032 351

TITLE	The New Face of the University of California: Undergraduate Admissions in the Aftermath of SP-1. [Background Information on the] Senate Select Committee on Higher Education Admissions and Outreach [and] Senate Select Committee on Higher Education (May 5, 1998).
INSTITUTION	California State Legislature, Sacramento. Senate.
REPORT NO	CSL-958-X
PUB DATE	1998-05-05
NOTE	146p.; For a hearing transcript, see HE 032 350.
AVAILABLE FROM	Senate Publications, 1020 N Street, Room B-53, Sacramento, CA, 95814 ($5 plus tax). Tel.: 916-327-2155.
PUB TYPE	Collected Works - General (020)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrators; *Admission Criteria; *Affirmative Action; Asian Americans; Blacks; College Faculty; College Students; Educational Attitudes; Equal Education; Grade Point Average; Hearings; High Schools; Higher Education; Hispanic Americans; News Media; *Race; Racial Discrimination; *State Legislation; State Officials; State Regulation; *State Universities; Whites
IDENTIFIERS	*Proposition 209 (California 1996); Scholastic Assessment Tests; *University of California

ABSTRACT

This report provides background materials related to the California Senate Select Committee on Higher Education Admissions and Outreach and the California Senate Select Committee on Higher Education hearing on undergraduate admissions at the University of California (UC) and the Board of Regents' Special Proposal 1 (SP-1), which eliminated the use of race as a basis for admissions following passage of Proposition 209. The materials include a background paper on the issues involved; a copy of SP-1 and a fact sheet on the implementation of SP-1; documents that focus on UC system undergraduate admissions policies (including admissions by exception); UC system fall 1998 freshmen applicants, admissions, and higher education performance indicators; and proposals for increasing fairness in UC admissions. Copies of related newspaper and magazine articles are also included. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED 434 573

CHAIRS:

SENATOR TERESA P. HUGHES
SENATOR TOM HAYDEN

SENATE SELECT COMMITTEE ON HIGHER EDUCATION ADMISSIONS & OUTREACH and THE SENATE SELECT COMMITTEE ON HIGHER EDUCATION

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

E. McKean

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

THE NEW FACE OF THE UNIVERSITY OF CALIFORNIA: UNDERGRADUATE ADMISSIONS IN THE AFTERMATH OF SP-1

Tuesday, May 5, 1998
2:30 p.m. - 5:30 p.m.
State Capitol, Room 3191
Sacramento, CA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

HE 032 351

TABLE OF CONTENTS

I. INTRODUCTION

II. UNIVERSITY OF CALIFORNIA ADMISSIONS

III. UNIVERSITY OF CALIFORNIA FALL 1998 FRESHMEN ADMITS

IV. UC FRESHMEN APPLICANTS FROM CALIFORNIA PUBLIC HIGH SCHOOLS

V. HIGHER EDUCATION PERFORMANCE INDICATORS

VI. NEW DIRECTIONS IN DIVERSITY

VII. TOWARD INCREASING FAIRNESS IN UC ADMISSIONS

VIII. WHAT PROPOSITION 209 MEANS FOR HIGHER EDUCATION

IX. NEWS ARTICLES

Prepared by Jamillah Moore & Allan Teng
Senate Select Committee on Higher Education Admissions & Outreach

INTRODUCTION

California Legislature

Senate Select Committee on Higher Education

CONSULTANT
STEPHANIE RUBIN

STATE CAPITOL
ROOM 2080
SACRAMENTO, CALIFORNIA 95814
TELEPHONE (916) 445-1353
FAX (916) 324-4823

April 10, 1998

The Senate Select Committee on Higher Education Admissions and Outreach and The Senate Select Committee on Higher Education cordially invite you to attend a joint hearing on:

The New Face of the University of California: Undergraduate Admissions in the Aftermath of SP-1

Tuesday, May 5, 1998, 2:30 p.m.- 5:30 p.m.
State Capitol, Room 3191
Sacramento, CA

With thousands of college-bound students submitting applications to the University of California for Fall admissions, the Class of 2001 was the first admitted under the Board of Regents SP-1 (barring the use of race in admissions) and voter-approved Proposition 209. The end result has been the most devastating decline in admissions for underrepresented students. The two largest and most selective University of California campuses are admitting substantially fewer underrepresented students. UC Berkeley accepted 66 percent fewer African Americans, 53 percent fewer Latinos and UCLA accepted 43 percent fewer African Americans and 33 percent fewer Latinos.

The University of California has had a historical commitment towards providing postsecondary education opportunities for all high school graduates who successfully complete all university freshmen eligibility requirements and choose to apply to a university. In the aftermath of SP-1, that no longer is the case as the 1998 entering class of UC freshmen do not represent the diverse population of California. Has the University of California been given the authority to become so selective that even qualified underrepresented students no longer have access? Today, there not only is a need to provide real access to the University, but a need to redesign a politically acceptable, yet educationally sound, admissions policy. This policy should result in student populations that represent the State's population, so that the University may meet its institutional responsibility toward future generations of Californians. This hearing will address a range of issues, from the decline in freshmen African-American, Latino and Native American students to the University in the aftermath of SP-1, and its impact on future Californians.

The purpose of the hearing is to provide public awareness and information on the undergraduate college admissions process implemented by the University of California and alternative admission proposals designed to increase equity. The hearing is open to the public. To RSVP, or for more information, please call **Jamillah Moore at (916) 322-4400** or **Stephanie Rubin at (916) 445-1353**.

MEMBERS
DEDE ALPERT
JOHN BURTON
K. MAURICE JOHANNESSEN
BRUCE MCPHERSON
STEVE PEACE
RICHARD POLANCO

California Legislature

SENATE SELECT COMMITTEE
ON
HIGHER EDUCATION ADMISSIONS
AND OUTREACH

TERESA P. HUGHES
CHAIRWOMAN

JAMILLAH MOORE
CONSULTANT

LEGISLATIVE OFFICE BUILDING
1020 N STREET, ROOM 523
SACRAMENTO, CA 95814
(916) 322-4400
(916) 445-2104

FOR IMMEDIATE RELEASE
MAY 1, 1998

CONTACT: Allen Teng
(916) 322-4400

ALTERNATIVE STRATEGIES FOR UC ADMISSIONS EXAMINED BY JOINT SENATE COMMITTEE

Sacramento--Senator Teresa P. Hughes (D-Inglewood) and Senator Tom Hayden (D-Los Angeles) announced today that a joint meeting of the Senate Select Higher Education Committee and the Senate Select Committee on Higher Education Admissions and Outreach will be holding a hearing on **Tuesday, May 5, 1998,** at the State Capitol, to discuss "The New Face of the University of California: University Admissions in the Aftermath of SP-1."

The recent announcement of the sharp drop in the number of underrepresented students at the University of California has come in the first year of implementing Proposition 209 and Regents Proposal SP-1 at the undergraduate level. At UC's flagship Berkeley campus, underrepresented minority enrollment dropped by 61% with Latino/Chicano students composing only 5% of the incoming class and African American students, a mere 2%. At UCSD and UCLA, Latino admissions rates fell by over 30% with Black admits declining over 43%.

These statistics represent the lowest number of freshman Latino students in over a decade and the lowest number of African American students since 1981. As the state becomes a majority minority in the year 2000, the startling disparity between population and university representation will be even more pronounced. "While President Atkinson may hope that this 'temporary imbalance that will soon right itself,' this state cannot afford to twiddle its thumbs as a generation of qualified underrepresented students are denied access to quality education," said Senator Hughes.

In the first formal review of the admissions changes and outreach efforts that were undertaken in light of SP-1 and 209, the joint hearing will examine the most effective and promising strategies toward maintaining access for underrepresented groups. Those involved in this discussion will include admissions administrators, students, faculty members, and other educational professionals with experience in both K-12 preparation and higher education. Senator Hayden says, "The Chair of the Regents has said these numbers are a call to action. It is time to take concrete steps to define this action."

"Precisely at the time in which an understanding of California's diverse experiences and histories is needed to propel the state into the 21st century, the public university has been robbed of its diversity. We must return the UC universities to their historic function as obtainable avenues to opportunity for all Californians," said Senator Hughes.

The Joint Committees will convene their hearing on **Tuesday, May 5 1998, from 2:30 a.m. to 5:30 p.m., at the State Capitol, Sacramento, Room 3191.**

#####

MEMBERS
DEDE ALPERT
JOHN BURTON
R. MAURICE JOHANNESSEN
BRUCE McPHERSON
STEVE PEACE
RICHARD POLANCO

California Legislature

SENATE SELECT COMMITTEE
ON
HIGHER EDUCATION ADMISSIONS
AND OUTREACH

TERESA P. HUGHES
CHAIRWOMAN

JAMILLAH MOORE
CONSULTANT

LEGISLATIVE OFFICE BUILDING
1020 N STREET ROOM 523
SACRAMENTO CA 95814
(916) 322-4400
(916) 445-2104

THE NEW FACE OF THE UNIVERSITY OF CALIFORNIA:
Undergraduate Admissions in the Aftermath of SP-1

The Senate Select Committee on Higher Education Admissions & Outreach
and the Select Committee on Higher Education
Tuesday, May 5, 1998, State Capitol,
Room 3191, 2:30 p.m.-5:30p.m.
AGENDA

OPENING STATEMENT
Senator Hughes, Chair, Admissions & Outreach Committee
Senator Hayden, Chair, Higher Education Committee

NEW DIRECTIONS
Alternative Solutions to Increasing Access to the University
Daniel Tellalian, New Directions in Diversity
Ron Takaki, University of California, Berkeley
Rodolfo Alvarez & Dick Flacks, University of California
Jack Forbes, University of California, Davis
Jonathan Sandoval, University of California, Davis

EXAMINING UNDERGRADUATE ADMISSIONS
Discussing the Admissions Process
Chancellor Raymond Orbach
University of California, Riverside
Patrick Hayashi, Admissions and Enrollment
University of California, Berkeley
C. Judson King, Sr. Vice President and Provost, University of California
Professor Keith Widaman, Chair, University of California
Board of Admissions & Relations with Schools

STUDENTS SPEAK-OUT ABOUT THE ADMISSIONS PROCESS
Students Involved in the University of California
Angel Malone, Berkeley High School
Alejandra Garcia, University of California, Riverside

PREPARING STUDENTS ACADEMICALLY
Examining Access to A-F College Prepatory Courses & Discussing Outreach
Sonja Hernandez, Deputy Superintendent, California Department of Education
Winston Doby, Vice Chancellor for Student Affairs, University of California, Los Angeles

CLOSING REMARKS
Senator Hayden & Senator Hughes

MEMBERS
DEDE ALPERT
JOHN BURTON
K. MAURICE JOHANNESSEN
BRUCE McPHERSON
STEVE PEACE
RICHARD POLANCO

California Legislature

JAMILLAH MOORE
CONSULTANT

LEGISLATIVE OFFICE BUILDING
1020 N STREET, ROOM 523
SACRAMENTO, CA 95814
(916) 322-4400
(916) 445-2104

SENATE SELECT COMMITTEE ON HIGHER EDUCATION ADMISSIONS AND OUTREACH

TERESA P. HUGHES
CHAIRWOMAN

Background Paper[1]

The New Face of the University of California:
Undergraduate Admissions in the Aftermath of SP-1
Public Hearing
May 5, 1998
State Capitol, Room 3191
2:30 p.m. - 5:30 p.m.

Focus of the Senate Select Committee on Higher Education Admissions and Outreach

The focus of the Senate Select Committee on Higher Education Admissions and Outreach is to examine historical inequalities and the current disparities regarding the decline in access to public universities. The means by which the Committee has chosen to address this growing problem is to conduct public hearings within the educational community. The first hearing focused on admissions. The second hearing focused on outreach and eligibility and the third hearing examined student transfer and articulation. The last hearing delved into the role of standardized testing in admissions. The function of the Committee is to explore and develop policy alternatives and recommendations for redefining the admissions policy for the California State University and the University of California with an emphasis on ensuring that broad-based higher educational opportunities are available to all Californians.

Purpose

The purpose of this hearing is to examine the long-term policy implications of the decision to end the consideration of race and ethnicity in university undergraduate admissions for the University of California. Recently released, the first-year of implementing this policy showed a drastic reduction in percentages of historically underrepresented students. Following the release of these statistics, this hearing will be the first in-depth analysis of the different undergraduate admissions policies which were employed to enhance the levels of student excellence and diversity. Representatives from the Department of Education will describe the challenges and inequities that students face at the K-12 level and faculty and students will recommend alternative solutions to this complex and highly politicized issue.

---

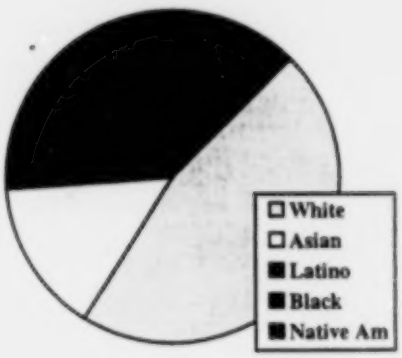
[1] *Prepared by: Allen Teng, Associate, Senate Select Committee on Higher Education Admissions & Outreach*

Issue Summary

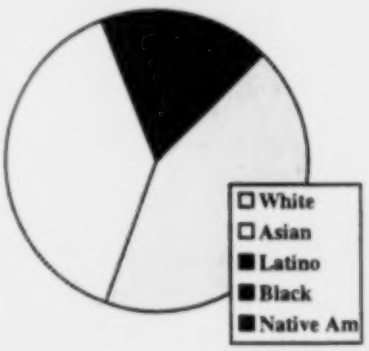
On May 20, 1988, the Regents of the University of California adopted a policy which stated that they sought a student body that "encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California." On July 20, 1995, the Regents approved SP-1 which forbade the use of "race, religion, sex, color, ethnicity, or national origin as criteria for admission to the University." As of 1998, African American and Latino students make up nearly 40 percent of California's high school graduates. As a consequence of implementing SP-1, the numbers of African Americans and Latinos dropped by 7 percent and 18 percent respectively so that, both groups account for only 17 percent of those admitted to the UC. At the flagship Berkeley campus, African Americans and Latinos compose a mere 10 percent of the incoming applicants, which represented a 55 percent drop from the previous year. This returns the percentage of underrepresented students to 1983 levels.

Taken historically, competition for admissions to the University of California has never been more fierce. For the fall class of 1998, the University of California received a record 60,912 applicants. Of those 29,961 applied to the flagship campus of UC Berkeley which was only able to accept 27 percent of applicants. At UCLA, it was reported that the average grade point average had climbed to 4.19 and the average SAT had risen to 1324. According to Berkeley's data, they rejected over 8000 applicants with 4.0 GPAs and 1200 SAT scores, 800 of these students came from underrepresented groups. Only as far back as 1992, Berkeley had admitted 44.3 percent of applicants. Prior to 1986, when the Regents changed policy as to allow applicants to apply to more than one campus, admission rates had never fallen below 55 percent and routinely hovered in the 60-70 percent range. Until the late 70s, virtually everyone who met the minimum eligibility requirements was admitted.

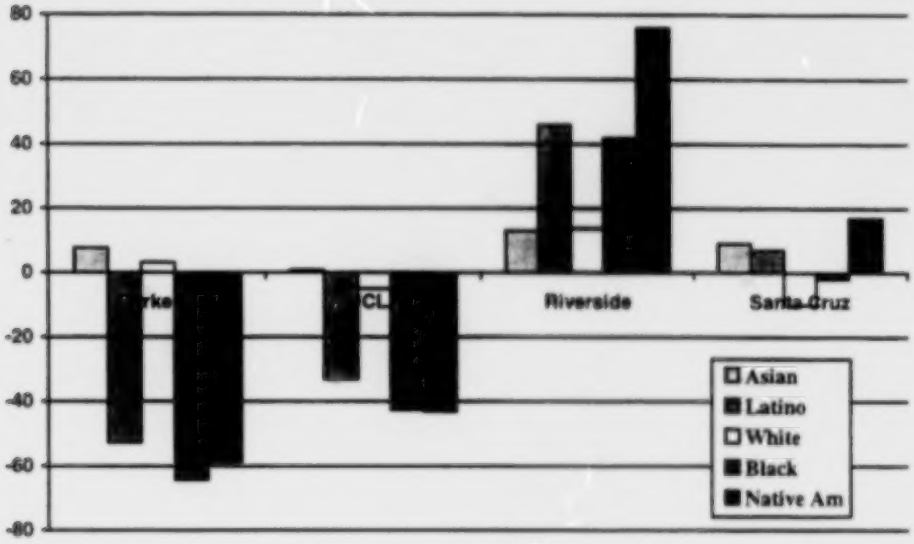
1997 California High School Graduates



1998 UC Freshman Admits



Percent Change in Admits by Ethnicity from 1997 to 1998



Without Change Future Looks Even More Racially Segregated

Admittance is no guarantee of actual enrollment. The final composition of the incoming freshman class to the University of California promises even less underrepresented minority representation. UC schools will have a difficult time attracting the minority students they did admit. The University of California and the University of Texas, which is governed by the *Hopwood* decision, are the only two major public higher education institutions that have completely abolished any consideration of race in university admissions. Furthermore, prestigious private institutions such as Ivy League schools and Stanford are not restricted from considering race in admissions and talk of expanded recruitment of top minority candidates. Even with higher tuition, these universities can target their much greater scholarship resources to lure top underrepresented students with free tuition. Public school efforts will be hampered because ethnic diversity can no longer be a selling point since private institutions have suddenly surpassed public schools in underrepresented student representation. Still more troubling is the growing perception among high school students that these changes in policy mean that African American, Latino and Native Americans are no longer welcome at the UC.

These factors have already shown themselves at UC's graduate and professional programs which implemented SP-1 for their 1997 classes. Both UC Irvine and UCSD's Medical Schools enrolled no African American students last year and at Berkeley's Boalt Law School all seventeen African American admits chose other schools (the one who did enroll had deferred from the previous year.) For 1998, Boalt experienced a 20% drop in applications from African American students.

Given the capacity of less competitive schools such as UC Riverside and UC Santa Cruz to accept all UC eligible students, the trend may be that underrepresented students will congregate at these campuses as well as the CSU and community colleges.

UC Eligibility as it relates to Admissions

Admissions criteria and standards vary for each University of California campus but all applicants for any campus must first meet systemwide "eligibility standards." Under the Master Plan of 1960, the University of California was designated to accept the top 12.5 percent of California's high school graduates. In order to determine who falls into this category, the UC has created an academic index based on high school grade point average, test scores, and completion of a college preparatory course curriculum. Those completing the curriculum with a 3.3 percent or higher GPA are "UC eligible" if they simply take the four necessary admissions tests. Some, with lower GPA down to 2.82, can also qualify if they have a high enough SAT I or ACT score.

The dramatic differences in eligibility rates foretell the ethnic disparity between graduation rates and admissions rates. In 1996, only 11.1 percent, instead of 12.5 percent of California's high school graduates met the UC eligibility requirements. Included within this 11.1 percent, **30 percent of Asian high school graduates were eligible while only 2.8 percent of African Americans and 3.8 percent of Latino graduates meet the eligibility standard.** White graduates were nearest to the average with 12.7 percent eligible. 10.8 percent of all students had taken the necessary classes and would have been eligible for UC if they have simply taken the full battery of admissions tests.

Potential for Changes in Eligibility

The last two eligibility studies in 1990 and 1996 showed that the UC fell below the Master Plan goal of 12.5 percent with their means of determining eligibility yielding rates of 12.3 percent and 11.1 percent of California high school graduates, respectively. As a result of this and the discrepancy in eligibility rates by geographic locality and ethnic group, there have been a number of recent proposals to revise the way that UC eligibility is determined. **The 1960 Master Plan does not specify how the university is to determine the top 12.5 percent** and before 1976 the University had not required that applicants take the SAT. It has only been since 1979 that the UC has employed the academic index and since that time the university has increased the GPA requirements as well expanding the number of courses required within the University preparatory curriculum.

Proposals to change the use of SAT

Originally, the index and the use of standardized test scores were seen as tools against grade inflation. Recently, more academicians have become skeptical of these exams for their narrow predictive validity, strong correlation to income levels and susceptibility to test coaching. Many also say that the consistent score disparity between gender and racial groups across socioeconomic and educational lines is attributable to cultural preference in the test questions. Precisely because of the many reasons just described, a UC Taskforce investigating Latino eligibility rates recommended that the SAT be eliminated in determining eligibility. The

university has countered that if eligibility was based solely on grades and course pattern the minimum GPA would need to be raised to 3.65 in order to draw the top 12.5 percent. Senator Tom Hayden is currently proposing **SB 1697** which would provide funding for SAT preparation courses for low-income students. Senator Teresa Hughes' **SB 1807** would develop a five-year pilot study that would compare the university performance of students admitted with standardized tests and those without.

Disparities in Eligibility by High School

A significant issue lies in the wide disparity in UC admissions and eligibility rates by high school. It has been estimated that 9 percent of California high schools, predominately in rural and urban areas, do not qualify any students for UC eligibility. These schools also tend to have a high proportion of underrepresented minority students. This may be contrasted with many suburban schools that qualify over 100 students, including particular schools that have nearly 200 students meet the minimum eligibility requirements. The largest single-feeder school for the UC system is Lowell High School, a magnet school in San Francisco which qualified 342 "UC-eligible" students in 1996. The eligibility rates for rural schools was only 7.1 percent and urban schools was 10.3 percent while suburban schools had an eligibility rate of 13 percent.

Following the *Hopwood* ruling that prohibited the consideration of race in university admissions in Texas, the state legislature passed H.B. 588 which guaranteed admissions to Texas high school graduates whose GPAs ranked them in the top 10 percent of their graduating class. 1998 is the first year of this policy's implementation and a preliminary report seems to indicate that minority groups faired much better than had been expected given the loss of affirmative action. While the public universities in Texas are much less competitive than the UC's, there was only a 5 percent drop in Latino admissions with African American and Native American admits increasing slightly. Similar to California, the flagship Texas campuses of the University of Texas at Austin and Texas A&M experienced greater drops as minority students were admitted to less competitive campuses.

Proposals in California

To address some of the accountability, access and incentive issues, a number of proposals have sought to redefine the eligibility standard so that it is derived from a school-by-school basis instead of the current statewide measure determined purely by the academic index. **Senate Constitutional Amendment 7** by Senator Teresa Hughes proposes to determine the *top 12.5 percent* of high school students through "sound educational measures" by class ranking of individual high schools. **UC Santa Barbara Professor Richard Flacks and UCLA Professor Rodolfo Alvarez** as faculty members, have made a proposal that each UC campus would take responsibility for certain high schools in the state and would offer admission to the *top 6 percent* of students in their high schools on the basis of GPA in UC-prep courses. Still another recommendation by **UC President Richard Atkinson** is that the UC offer admission within the system to the *top 4 percent* of graduates at each high school on the basis of criteria that UC would define.

While their recommendations are subject to overrule by the Board of Regents and are subject to interpretation by individual campuses, it is the faculty members of the University of California's

Academic Senate who have been delegated the responsibility for determining the admissions policies of the University. Currently, members of the Admissions Committee headed by UC Riverside Professor Keith Widaman are considering the proposed eligibility changes as well as a proposal to reduce the grade point weighting given to high school honors courses.

Moving away from Admissions by Rank Order

Much of the rhetoric over affirmative action and admissions has centered over who is "qualified" to attend the most competitive of UC campuses. With the tremendous competition for such a limited number of enrollment spaces, both Berkeley and UCLA have argued that they have enough "well-qualified" applicants with 4.0 GPAs and high SAT scores to fill two or three freshman classes. Of this "well-qualified" pool, each student is as likely to do equally well at the University as other applicants who may or may not have had equally high grades and test scores. It is therefore argued that once the University has set the bar for what qualities or past academic performance correlates with high success at the University, other factors that are important for an intellectually stimulating academic and social environment such as diversity of interests or experiences can be factored into composing a student body.

The most extreme method of insuring an objective allotment of admissions spots in this manner would be through conducting a lottery as has been espoused by Berkeley Professor Ronald Takaki. He has written that this random selection of students would neutralize the advantages of SAT test coaching and greater numbers of academic resources, such as greater access to honors courses, which affluent suburban students enjoy and other Californian high school graduates do not. A different methodology for allotting these spots might mean different requirements for different majors and departments. Former Berkeley Chancellor Clark Kerr has suggested that different standards might be placed according to area of study, whether they are social sciences, laboratory sciences or the humanities. Since different skills and aptitudes are needed to succeed in different fields of study, it might make sense to impose different admissions requirements according to the abilities most likely to benefit the particular field.

Interpreting "Preferences" and "Affirmative Action"

There are those, such as Professor Emeritus Jack Forbes of UC Davis, who would interpret Proposition 209 as a call to end white male preferences and view affirmative action as a tool to prevent segregation. Nowhere in Proposition 209 is there a reference made to "affirmative action" or prohibiting the use of race, gender or ethnicity in redressing wrongs. It simply mandates an end to "discrimination against" and "preferential treatment" based on "race, sex, color, ethnicity or national origin." With this as the case, Forbes argues, then curriculum and courses need to eliminate Eurocentric male domination, admissions must factor in high school and test inequities, and courses should be taught in languages and cultures reflective of the ethnically diverse Californian population. Since affirmative action was designed to remediate past discrimination, then racial and ethnic consideration should only be used for native-born citizens whose ancestries have experienced an established pattern of discrimination. **SB 1735** by Senator Richard Polanco would clarify that university outreach and recruitment programs can still factor race and gender in targeting the underrepresented.

#####

UNIVERSITY OF CALIFORNIA
UNDERGRADUATE ADMISSIONS

Approved as amended

SP-1

OFFICE OF THE SECRETARY

July 12, 1995

TO THE BOARD OF REGENTS:

ITEM FOR ACTION

For Meeting of July 20, 1995

ADOPTION OF RESOLUTION: POLICY ENSURING EQUAL TREATMENT--ADMISSIONS

Regent Connerly recommends that the following resolution be adopted:

WHEREAS, Governor Pete Wilson, on June 1, 1995, issued Executive Order W-124-95 to "End Preferential Treatment and to Promote Individual Opportunity Based on Merit"; and

WHEREAS, paragraph seven of that order requests the University of California to "take all necessary action to comply with the intent and the requirements of this executive order"; and

WHEREAS, in January 1995, the University initiated a review of its policies and practices, the results of which support many of the findings and conclusions of Governor Wilson; and

WHEREAS, the University of California Board of Regents believes that it is in the best interest of the University to take relevant actions to develop and support programs which will have the effect of increasing the eligibility rate of groups which are "underrepresented" in the University's pool of applicants as compared to their

percentages in California's graduating high school classes and to which reference is made in Section 4;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

Section 1. The Chairman of the Board, with consultation of the President, shall appoint a task force representative of the business community, students, the University, other segments of education, and organizations currently engaged in academic "outreach." The responsibility of this group shall be to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of those currently identified in Section 4. The final report of this task force shall be presented to the Board of Regents within six months after its creation.

Section 2. Effective January 1, 1997, the University of California shall not use race, religion, sex, color ethinicity, or national origin as criteria for admission to the University or to any program of study.

Section 3. Effective January 1, 1997, the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for "admissions in exception" to UC-eligibility requirements.

Section 4. The President shall confer with the Academic Senate of the University of California to develop supplemental criteria for consideration by the Board of Regents which shall be consistent with Section 2. In developing such criteria, which shall provide reasonable assurances that the applicant will successfully complete his or her course of study, consideration shall be given to individuals who, despite having suffered disadvantage economically or in terms of their social environment (such as an abusive or otherwise dysfunctional home or a neighborhood of unwholesome or antisocial influences), have nonetheless demonstrated sufficient character and determination in overcoming obstacles to warrant confidence that the applicant can pursue a course of study to successful completion, provided that any student admitted under this section must be academically eligible for admission.

Section 5. Effective January 1, 1997, not less than fifty (50) percent and not more than seventy-five (75) percent of any entering class on any campus shall be admitted solely on the basis of academic achievement.

Section 6. Nothing in Section 2 shall prohibit any action which is strictly necessary to establish or maintain eligibility for any federal or state program, where ineligibility would result in a loss of federal or state funds to the University.

Section 7. Nothing in Section 2 shall prohibit the University from taking appropriate action to remedy specific, documented cases of discrimination by the University, provided that such actions are expressly and specifically approved by the Board of Regents or taken pursuant to a final order of a court or administrative agency of competent jurisdiction. Nothing in this section shall interfere with the customary practices of the University with regard to the settlement of claims against the University related to discrimination.

Section 8. The President of the University shall periodically report to the Board of Regents detailing progress to implement the provisions of this resolution.

Section 9. Believing California's diversity to be an asset, we adopt this statement: Because individual members of all of California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.

University of California Fact Sheet
Implementation of SP 1

Background

UC Regents adopted a resolution, called SP 1, that eliminates the consideration of race and gender in the admissions process. In response to the resolution approved in July 1995, UC developed new admissions guidelines to evaluate applicants.

Undergraduates

For the majority of undergraduates, the new policy is effective for the entering students in the spring quarter of 1998. At UC Berkeley, which uses the semester system, the new guidelines are effective for students entering in the fall of 1998. Under the new admissions policy, UC will admit no less than 50 percent and no more than 75 percent of freshmen on academic criteria. (That compares to 40 percent to 60 percent under the old policy.) The remaining 25 percent to 50 percent of the class will be selected using academic criteria and additional measures — such as special talents, achievements and awards — to assess academic promise and potential to contribute to the educational environment of the campus.

Graduate admissions

The new admissions policy, which eliminates race and gender from consideration, will be implemented for graduate students entering UC in the fall of 1997. The date is earlier than that for undergraduates in part because graduate admissions is a decentralized process affecting fewer students than at the undergraduate level. Admissions decisions for graduate students are made by each campus department or school. (UC admits about 9,200 graduate students, compared to 32,000 undergraduates each year.)

Student outreach

As part of SP 1, Regents voted to establish an Outreach Task Force to develop new strategies and new sources of funding for programs to attract and academically prepare minority and disadvantaged students to attend UC. The 32-member task force includes representatives of the business community, the university, other segments of education and organizations engaged in academic outreach. The task force is reviewing the scope and success of current outreach programs and will issue its findings and recommendations in a report later this year.

In January 1996, Atkinson allocated $2 million as seed money for the new intiative. The Outreach Task Force has issued its report, which calls for creation of a series of partnerships with California public high schools to qualify more students for UC admission. UC will double its spending on outreach this year -- to more than $120 million.

Key Dates

- **July 20, 1995**
  Regents adopt SP 1.
- **December 1995**
  The Task Force on Undergraduate Admissions Criteria issues its report and recommendations. Co-chairs named for Outreach Task Force.

- **January 1996**
  President Atkinson announces creation of the Plan to Raise Educational Participation, a $2-million initiative to expand student outreach.
- **July 1996**
  President Atkinson issues new undergraduate admissions guidelines.
- **Fall 1997**
  Entering graduate and professional school students admitted under new guidelines.
- **Spring 1998**
  Entering undergraduates admitted for spring quarter under new guidelines at all campuses except Berkeley, which is on the semester system.
- **Fall 1998**
  Entering undergraduates at Berkeley are admitted under new guidelines.

University of California Fact Sheet
Undergraduate Admissions Policies

Background

The University of California has revised the way it will evaluate students for admissions to eliminate the consideration of race and gender in the selection process. This change is in response to a resolution approved by UC's Board of Regents in July 1995.

For undergraduates, the new criteria go into effect in the spring quarter 1998 or in fall 1998 at UC Berkeley, which uses the semester system. The new admissions criteria encompass broad quantitative and qualitative measures of academic achievement and potential.

Academic criteria

Under the new admissions policy, UC will admit no less than 50 percent and no more than 75 percent of freshmen on academic criteria. (That compares to 40 to 60 percent under the old policy.) The academic criteria are:

- Academic grade point average (GPA)
- Scores on the Scholastic Assessment Test I or the American College Test, and the College Board Scholastic Assessment Test II: Subject Tests
- Number, content and performance in courses completed in academic subjects beyond the minimum required by UC
- Number of and performance in UC approved honors courses, College Board Advanced Placement courses, International Baccalaureate courses and transferable college courses completed
- Quality of the senior year program, as measured by type and number of academic courses in progress or planned
- Quality of academic performance relative to educational opportunities available in an applicant's high school
- Outstanding performance in one or more specific academic subjects
- Outstanding work in one or more special projects in any academic field
- Recent, marked improvement in academic performance, as demonstrated by GPA and quality of course work, with particular attention to the last two years of high school

Additional criteria

The remaining 50 percent to 25 percent of the class will be selected using the above criteria plus additional measures to assess academic promise and potential to contribute to the educational environment of the campus. The additional criteria are:

- Special talents, achievements, awards, skills, interests, intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership or that demonstrate promise for contributing to the intellectual vitality of a campus
- Completion of special projects
- Academic accomplishments in light of the applicant's life experiences and special circumstances
- Location of the applicant's high school and residence

Impact of Proposition 209

Proposition 209, the California Civil Rights Initiative on the November state ballot, prohibits the consideration of race and gender in state employment, education and contracting programs. The measure was approved by California voters in November 1996. In December 1996, U.S. District Court Judge Thelton Henderson issued a preliminary injunction to stop implementation of Proposition 209. While the injunction is in effect, the university will operate under its existing policy that eliminates race and gender as admissions criteria for undergraduates entering UC in the spring quarter of 1998 or in the fall of 1998 at UC Berkeley, which uses the semester system.

July 1996

GUIDELINES FOR IMPLEMENTATION OF UNIVERSITY POLICY ON UNDERGRADUATE ADMISSIONS

On May 20, 1988, The Regents of the University of California adopted a University of California Policy on Undergraduate Admissions. The Policy states in part that:

"Mindful of its mission as a public institution, the University of California ... seeks to enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California."

On July 21, 1995, The Regents endorsed a resolution, SP-1, Policy Ensuring Equal Treatment--Admissions, which states in part that "the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for admission to the University or to any program of study." In adopting this resolution, The Regents also restated the goals of the 1988 Policy in Section 9 of SP-1 as follows:

-"Believing California's diversity to be an asset, we adopt this statement: Because individual members of all California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences."

-Additionally, SP-1 directed the President in consultation with the Academic Senate to revise existing admission guidelines in conformity with the new admissions policy, and to reframe selection guidelines so that no less than 50 percent and no more than 75 percent of the regularly admitted class will be selected solely on the basis of academic achievement.

-Effective with applicants seeking admission for the spring quarter of the 1997-1998 academic year, the following revised guidelines and procedures shall be followed for implementation of the University of California Policy on Undergraduate Admissions and of SP-1.

I. SELECTION GUIDELINES

These selection guidelines apply to campuses that have to select from a pool of eligible applicants, and to students who have met the established UC eligibility requirements for admission. These eligibility requirements are established by the University in conformance to the specifications outlined in the California Master Plan for Higher Education, which recommends that the top one-eighth of the State's public high school graduates, as well as those community college transfer students who have successfully completed specified college work, be eligible for admission to the University of California.

These guidelines provide the framework within which campuses shall establish specific criteria and procedures for the selection of undergraduate applicants to be admitted when the number of eligible

applicants exceeds the places available.

Campuses receiving applications in excess of the number required to achieve their enrollment target for a specific term shall select students for admission as follows:

A. Freshman Applicants

At least 50 percent but not more than 75 percent of freshmen admitted by each campus shall be selected on the basis of criteria as described in items 1 through 9, below. The remaining percentage of freshmen, exclusive of applicants admitted through admission by exception, shall be selected on the basis of criteria listed in items 1 through 9 plus criteria listed in items 10 through 13, below.

The following criteria provide a comprehensive list of factors campuses may use to select their admitted class. Based on campus-specific institutional goals and needs, individual campuses may choose all or some of the criteria listed below. It is strongly recommended, however, that admissions decisions be based on a broad variety of factors rather than on a restricted number of criteria to ensure attainment of the goals set forth in the University of California Policy on Undergraduate Admissions and in SP-1.

Criteria to Select 50 Percent to 75 Percent of the Admitted Class

Criteria 1 through 9 below are designed to assess applicants' academic achievement and promise:

1. Academic Grade Point Average (GPA) calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the a-f subjects), including additional points for completion of University certified honors courses (see 4, below). It is recommended that the maximum value allowed for the GPA shall be 4.0.

2. Scores on the following tests: the Scholastic Assessment Test I or the American College Test, and the College Board Scholastic Assessment Test II: Subject Tests.

3. The number, content of, and performance in courses completed in academic subjects beyond the minimum specified by the University's eligibility requirements.

4. The number of and performance in University approved honors courses, College Board Advanced Placement courses, International Baccalaureate courses, and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of 1, above. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the candidate's secondary school.

5. The quality of the senior year program, as measured by type and number of academic courses (see 3 and 4, above) in progress or planned.

6. The quality of academic performance relative to the educational opportunities available in the applicant's secondary school.

7. Outstanding performance in one or more specific academic subject areas.

8. Outstanding work in one or more special projects in any academic field of study.

9. Recent, marked improvement in academic performance, as demonstrated by academic grade point average and quality of coursework (see 3 and 4, above) completed and in progress, with particular attention being given to the last two years of high school.

Criteria to Select the Remaining 50 Percent to 25 Percent of the Admitted Class

Criteria 1 through 9 listed above PLUS criteria 10 through 13 listed below shall be used to select this group of students. Criteria 10 through 13 are designed to further assess applicants' academic potential and promise as well as the potential to contribute to the educational environment and intellectual vitality of the campus. They provide evidence of personal traits, accomplishments, and experiences that show an applicant's promise to be a valuable contributor to the educational enterprise. These criteria, in combination with criteria 1 through 9, are devised to meet the goals of excellence and diversity outlined in the 1988 undergraduate admissions policy and in SP-1:

10. Special talents, achievements, and awards in a particular field, such as in the visual and performing arts, in communication, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.

11. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs co-sponsored by the school, community organizations, postsecondary educational institutions, other agencies, or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.

12. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.

13. Location of the applicant's secondary school and residence. These factors shall be considered in order to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

B. Advanced Standing Applicants

Advanced standing applicants shall be selected by each campus using the criteria listed below. Primary emphasis shall be given to criteria as described in items 1 through 4, below. However, in order to assess applicants' overall promise of success and to achieve strength and diversity in the campuses' advanced standing student body, consideration shall also be given to the criteria as described in items 10 through 13 in Section A above.

Priority consideration for admission of advanced standing applicants shall be given to upper division junior transfers from California Community Colleges.

Criteria to Select Advanced Standing Applicants

1. Completion of a specified pattern or number of courses that meet breadth or general education requirements.

2. Completion of a specified pattern or number of courses that provide continuity with upper division courses in the major.

3. Grade point average in all transferable courses, and, in particular, grade point average in lower division courses required for the applicant's intended major.

4. Participation in academically selective honors courses or programs.

(Refer to items 1 through 9 in Section A above for additional criteria to consider.)

II. APPLICATION PROCEDURES

A common filing period for submission of applications shall be established by the Office of the President in consultation with the campuses. These dates shall be observed by all campuses and may be extended only if a campus determines that additional applications are required to meet enrollment targets. All applications submitted during the prescribed dates shall receive equal consideration for admission.

Applicants shall file one application on which they shall indicate all the campuses where they wish to be considered for admission.

Campuses shall observe and publish a common notification period for notifying applicants of their admission status.

III. ACCOMMODATION OF UC ELIGIBLE APPLICANTS

UC eligible resident applicants, who have not been admitted at any of the campuses of their choice shall be offered a space at other UC campuses where space is available. This process, called referral, reaffirms the long-standing University commitment to provide a place for every eligible California applicant who wishes to enroll.

In addition to the referral process, campuses may choose to offer other enrollment alternatives to UC eligible applicants. Examples of such alternatives may include:

1. Fall term admission to a different major,

2. Deferred admission to another term; or,

3. Enrollment at a community college with provision for admission at a later time, if a stated level of academic achievement is maintained (for freshman applicants only).

POLICY ON UNDERGRADUATE ADMISSIONS BY EXCEPTION

It is the policy of the University of California that:

(1) It is essential that its campuses have the flexibility to admit a small proportion of students by exception to the eligibility requirements.

(2) Students admitted by exception to the eligibility requirements must demonstrate a reasonable potential for success at the University.

(3) The proportion of students admitted by exception shall be up to 6 percent of newly enrolled freshmen and up to 6 percent of newly enrolled advanced standing students at each campus.

(4) Within the 6 percent designations, up to 4 percent may be drawn from disadvantaged students and up to 2 percent from other students.

(5) Disadvantaged students shall be defined as students from low socio-economic backgrounds or students having experienced limited educational opportunities.

(6) The percentages in (3) and (4) above shall be understood as limits within which Chancellors can exercise their initiative to further the goals specified in the University of California Policy on Undergraduate Admissions adopted by The Regents on May 20, 1988 and in Section 9 of SP-1, Policy Ensuring Equal Treatment--Admissions, endorsed by The Regents on July 21, 1995, subject to the constraints of this policy and of Sections 2 and 3 of SP-1.

(7) In evaluating the academic and personal background of candidates for admission by exception it is recommended that campuses utilize a combination of the criteria 1 through 13 outlined in the revised Guidelines for Implementation of University Policy on Undergraduate Admissions, issued in July, 1996.

(8) The Admissions by Exception program continue to be used systematically to test alternative methods of selecting students for admission.

This policy shall be effective with applicants seeking admission for the spring quarter of the 1997-1998 academic year.

UNIVERSITY OF CALIFORNIA
FALL 1998 FRESHMEN ADMITS

UNIVERSITY OF CALIFORNIA

Office of the President News

FOR IMMEDIATE RELEASE
Tuesday, April 2, 1998
News Office (510) 987-9200

SYSTEMWIDE OVERVIEW OF FALL 1998 UNDUPLICATED FRESHMAN ADMITS

The University of California today (April 2) issued the initial systemwide overview of admission results for the class of 2002, the first admitted without consideration of race, ethnicity and gender.

Unlike individual campus reports, this overview presents "unduplicated" data, meaning that a student is counted only once, even though he or she may have been admitted to more than one UC campus.

The overview provides a comprehensive look at the number and demographic make-up of admitted students. It summarizes admissions data released by UC's eight general campuses over the past month, culminating with figures issued earlier this week by the Berkeley and UCLA campuses. A full and accurate picture of the fall 1998 freshman class, however, will emerge only after May 1, the deadline for students to notify the campus at which they plan to enroll.

A total of 44,393 high school seniors were admitted to UC for next fall, representing the largest group of admitted students in UC history. The figures also show a decline systemwide in the number of underrepresented students, defined as African-Americans, American Indians, and Chicanos and Latinos; however, the decline is not as large as might be inferred from data released earlier by several UC campuses -- an indication that the university's efforts to urge students to apply to more than one campus this year were successful.

"The admissions and enrollment process is not over, and it is too soon to judge the final outcome," UC President Richard C. Atkinson said. "But I want to emphasize that by mid-April all eligible California high school graduates will be offered a place at one of our campuses. Each campus offers an outstanding undergraduate education, and I strongly encourage all eligible students to attend the University of California."

"We are extremely proud of the students admitted for the UC class of 2002," Atkinson continued, "but we also view the decrease in underrepresented students as a source of great

concern for the university, as it should be for all of California. We can address this in a number of ways. The only real answers, however, are long-term answers: revitalized K-12 schools, involved parents and communities that refuse to settle for anything less than an outstanding education for their children."

BEST COPY AVAILABLE

Highlights of admission results

The most pronounced change in the admissions data from last year was the number of admitted students who declined to state an ethnic identity, which increased from 2,181 in 1997 to 6,346 this year. For this reason, systemwide data are presented in two ways -- with and without the decline-to-state numbers included in the total. Table 1 presents the data with the "decline-to-state" numbers included, and Table 2 with these numbers excluded. (See Tables 1 and 2.)

With the "decline-to-state" results included in the total, there are decreases in all categories. Underrepresented minority students account for 15.4 percent of all admitted students this year compared with 17.6 percent last year. White students admitted this year represent 36.3 percent of all admitted students compared with 41.2 percent last year; and Asian-American students represent 32.5 percent of all admits compared with 33.6 percent last year. Table 1 provides a more detailed breakdown of these data.

Excluding the "decline-to-state" results in the total, underrepresented minority students account for 18.0 percent of all admitted students this year compared with 18.5 percent last year. White students represent 42.3 percent of the total this year and 43.5 percent last year. Asian-Americans students make up 37.9 percent of all admitted students this year and 35.4 percent last year. Table 2 provides a more detailed breakdown of these data.

These data (unduplicated admits) suggest that the proportion of underrepresented minority students in the total pool of admits to the UC system is not down as much as earlier campus estimates had suggested. So, at this stage, it is possible that when the admissions process is completed in May, the number of underrepresented minority students in the systemwide entering class will not show a dramatic drop. However, the admissions process is very complex, involving the individual choices of thousands of students and their families, and it is impossible to make predictions about the final outcome with any level of certainty.

An alternate way of analyzing these data is to compute the percent change for each group from 1997 to 1998. African-American admits declined from 1,509 to 1,243 (17.6 percent);

Latinos from 1,520 to 1,325 (12.9 percent); Chicanos from 4,165 to 3,969 (4.7 percent); and American Indians from 336 to 318 (5.4 percent). The number of white students decreased from 17,680 to 16,109 (8.9 percent) and Asian-American students stayed essentially constant at 14,427.

Next steps in the process

A number of students, though fully eligible to attend UC, have not been admitted by the campuses to which they applied. By the middle of April these applicants will be invited to attend one of the UC campuses, which currently are contacting admitted students and their families -- especially those from underrepresented groups -- and encouraging them to accept offers of admission.

Dennis Galligani, UC associate vice president for student academic services, said that, "Typically, about 60 percent of admitted students ultimately enroll at UC, and campuses are working hard to exceed that level for the fall 1998 class."

Galligani cautioned against basing firm conclusions on campus admission results because the

overall process of admission and enrollment is not complete. Results at individual campuses and for the UC system as whole may change significantly by the time campuses enroll students in the fall, he said.

"What we have now are admission numbers, not final enrollment results," Galligani said.

# # #

University of California
Application, Admission and Statement of Intent to Register (SIRs) of New Freshmen
Fall 1998 and Fall 1997

		Am Indian			Afr Am			Chicano			Latino			Underrep Grps			Asian Am			White/ Other			Decl to State			Total		
		Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs	Appl	Adm	SIRs
BK	F98	175	29	14	1,241	224	98	2,284	459	185	855	178	79	4,555	888	376	10,322	3,080	1,527	9,318	2,849	1,131	5,829	1,483	829	30,022	8,300	3,860
	F97	139	67	24	1,151	547	260	2,033	1,037	411	818	214	81	4,141	1,868	776	10,321	2,894	1,478	8,780	2,884	1,095	2,910	706	260	27,132	8,329	3,829
DV	F98	172	106	39	885	354	104	1,429	978	288	583	383	106	2,869	1,801	539	8,972	4,581	1,384	7,795	5,380	1,375	3,071	1,952	518	20,710	13,694	3,796
	F97	136	117	38	872	504	107	1,274	1,120	260	551	484	148	2,833	2,225	553	7,117	4,483	1,298	8,764	6,118	1,878	992	717	152	19,498	13,521	3,879
IR	F98	104	59	22	802	283	71	1,789	1,026	279	808	345	88	3,881	1,713	458	9,527	5,881	1,792	4,503	3,096	704	2,478	1,487	372	19,389	12,177	3,326
	F97	89	68	9	852	298	55	1,548	1,008	202	589	393	100	2,756	1,783	366	9,184	5,833	1,803	4,648	3,258	737	838	439	105	17,224	11,294	3,011
LA	F98	195	49	15	1,353	304	131	3,028	748	329	1,040	282	129	5,616	1,383	604	11,489	4,251	1,700	10,074	3,480	1,351	3,589	1,727	612	32,798	10,021	4,267
	F97	160	88	40	1,338	518	218	2,838	1,162	452	1,008	358	151	6,228	2,122	862	12,348	4,205	1,644	10,314	3,665	1,291	1,387	788	254	29,285	10,657	3,951
RV	F98	69	54	14	821	372	123	1,718	1,284	405	483	342	95	2,871	2,052	637	5,305	4,298	1,053	2,805	2,185	493	1,181	883	188	11,842	9,418	2,368
	F97	48	33	7	917	342	88	1,290	1,025	283	400	309	74	3,253	1,709	432	5,190	4,298	1,038	2,021	2,191	481	269	228	83	10,333	8,422	2,004
SD	F98	179	68	22	808	228	61	2,090	735	224	732	300	78	3,818	1,328	383	9,709	4,933	1,320	10,344	6,150	1,379	4,165	2,041	518	28,036	13,453	3,600
	F97	180	117	28	892	374	80	1,828	1,187	314	895	271	67	3,373	1,949	489	9,428	5,035	1,310	11,024	8,883	1,810	1,285	771	199	25,108	13,338	3,309
SB	F98	212	112	44	705	374	109	2,241	1,300	438	785	418	137	3,943	2,202	728	4,959	2,780	534	11,139	8,741	2,060	3,878	2,098	555	23,719	13,819	3,876
	F97	193	151	41	823	442	137	2,085	1,647	419	811	633	172	3,712	2,873	769	4,474	3,018	691	11,531	8,264	2,584	873	730	50	20,590	14,883	4,094
SC	F98	125	99	27	407	265	61	1,377	1,019	251	499	374	99	2,408	1,757	438	3,201	2,434	421	5,918	4,848	1,197	2,284	1,804	478	13,809	10,841	2,832
	F97	108	89	20	385	277	52	1,182	957	199	473	374	81	2,148	1,697	352	2,703	1,979	389	8,287	5,198	1,396	687	587	140	11,805	9,439	2,257

NOTES

(1) Asian Americans include Chinese, East Indian/Pakistani, Filipino, Japanese, Korean, Vietnamese and Other Asians, with the exception of Santa Barbara, which lists East Indian/Pakistani students under White/Others

(2) Berkeley and Los Angeles report international counts separately. For the purposes of this report, these counts are included in the decline to state category

(3) Decline to state include students who did not provide information on their ethnic identity in the admission application

SOURCE: UC Office of the President, Student Academic Services, Admissions - Management Reports, SIRs - Campus Admissions Offices, May 1998

P98/sir/sflow 5/21/98 11:00am

BEST COPY AVAILABLE

UC FRESHMAN APPLICANTS FROM CALIFORNIA PUBLIC HIGH SCHOOLS

Tables 1,2 and 3

UC Freshman Applicants from California Public High Schools Compared to Projected Public California High School Graduation Counts and Applicants from California Private High Schools

Ethnicity	California Public High School Graduates* 1996	[redacted]	1996-97 Change Number	Percent
American Indian	2,365		(49)	-2.1%
Asian/Pacific Islander	28,606		1,042	3.6%
African American	19,528		683	3.5%
Filipino	8,611		99	1.1%
Hispanic	77,309		2,931	3.8%
White	119,175		1,505	1.3%
Total	255,793		6,212	2.4%

	UC Freshman Applicants from California Public High Schools 1996	[redacted]	1996-97 Change Number	Percent	Percent of Public High School Graduates 1996	[redacted]
American Indian	331		(46)	-13.9%	14.0%	
Asian/Pacific Islander	10,377		527	5.1%	36.0%	
African American	1,651		(94)	-5.7%	8.5%	
Filipino	1,678		69	4.1%	19.5%	
Hispanic	5,525		(169)	-3.1%	7.1%	
White	14,956		220	1.5%	12.5%	
Total**	38,076		539	1.4%	14.9%	

	UC Freshman Applicants from California Private High Schools 1996	[redacted]	1996-97 Change Number	Percent	Private Applicants as a Percent of Public and Private Combined 1996	[redacted]
American Indian	65		9	13.8%	16.4%	
Asian/Pacific Islander	1,068		73	6.8%	9.3%	
African American	488		(63)	-12.9%	22.8%	
Filipino	709		(37)	-5.2%	29.7%	
Hispanic	1,403		(72)	-5.1%	20.3%	
White	3,917		206	5.3%	20.8%	
Total**	8,027		879	11.0%	17.4%	

*Numbers are projected, not actual.
**Totals include ethnicities not listed. These include East Indian/Pakistani, Other and Missing.

Sources:
UC Central Application Processing Report: California Freshman High School Type, @ 1/17/96 and 1/17/97.
K-12 Public High School Graduates by Ethnicity-1996 Series, by the California Dept. of Finance, 10/30/96.

BEST COPY AVAILABLE

CSS:UADMF96:REG012:09/97

UNIVERSITY OF CALIFORNIA

NEW CALIFORNIA RESIDENT FRESHMEN FROM CALIFORNIA HIGH SCHOOLS

FALL 1996 TERM

SCHOOL NAME	CITY	APPLS	ADM	ADM RATE (ADM/APPLS)	ENR	TAKE RATE (ENR/ADM)
A B MILLER HIGH SCHOOL	FONTANA	36	29	80.6%	16	55.2%
ABRAHAM LINCOLN HIGH SCHOOL	LOS ANGELES	80	64	80.0%	22	34.4%
ABRAHAM LINCOLN HIGH SCHOOL	SAN FRANCISCO	102	72	70.6%	50	69.4%
ABRAHAM LINCOLN HIGH SCHOOL	SAN JOSE	33	30	90.9%	15	50.0%
ACADEMY OUR LADY OF PEACE	SAN DIEGO	37	25	67.6%	21	84.0%
ACALANES HIGH SCHOOL	LAFAYETTE	140	108	77.1%	55	50.9%
ADOLFO CAMARILLO HIGH SCHOOL	CAMARILLO	80	63	78.8%	37	58.7%
ADRIAN C WILCOX HIGH SCHOOL	SANTA CLARA	48	40	83.3%	24	60.0%
AGBU MANOOGIAN-DEMERDJIAN SCH	CANOGA PARK	11	9	81.8%	6	66.7%
AGOURA HIGH SCHOOL	AGOURA HILLS	100	83	83.0%	39	47.0%
ALAMEDA HIGH SCHOOL	ALAMEDA	100	77	77.0%	42	54.5%
ALBANY HIGH SCHOOL	ALBANY	81	68	84.0%	37	54.4%
ALEMANY HIGH SCHOOL	MISSION HILLS	72	56	77.8%	34	60.7%
ALEXANDER HAMILTON H S COMPLEX	LOS ANGELES	127	99	78.0%	60	60.6%
ALHAMBRA HIGH SCHOOL	ALHAMBRA	206	166	80.6%	116	69.9%
ALHAMBRA HIGH SCHOOL	MARTINEZ	29	24	82.8%	11	45.8%
ALISAL HIGH SCHOOL	SALINAS	38	26	68.4%	12	46.2%
ALISO NIGUEL HIGH SCHOOL	ALISO VIEJO	99	86	86.9%	59	68.4%
ALTA LOMA HIGH SCHOOL	ALTA LOMA	50	44	88.0%	31	70.5%
ALVERNO HIGH SCHOOL	SIERRA MADRE	21	16	76.2%	6	37.5%
AMADOR HIGH SCHOOL	SUTTER CREEK	14	11	78.6%	9	81.8%
AMADOR VALLEY HIGH SCHOOL	PLEASANTON	84	78	92.9%	53	67.9%
AMBASSADOR CHRISTIAN HIGH SCH	FONTANA	2	2	100.0%	1	50.0%
AMERICAN HERITAGE CHRISTIAN SC	HAYWARD	3	3	100.0%	2	66.7%
AMERICAN HIGH SCHOOL	FREMONT	40	31	77.5%	18	58.1%
AMOS ALONZO STAGG HIGH SCHOOL	STOCKTON	22	16	72.7%	8	50.0%
ANACAPA HIGH SCHOOL	SANTA BARBARA	4	3	75.0%	1	33.3%
ANAHEIM HIGH SCHOOL	ANAHEIM	17	12	70.6%	6	50.0%
ANALY HIGH SCHOOL	SEBASTOPOL	44	41	93.2%	24	58.5%
ANDERSON UNION HIGH SCHOOL	ANDERSON	9	8	88.9%	3	37.5%
ANDERSON VALLEY HIGH SCHOOL	BOONVILLE	7	7	100.0%	1	14.3%
ANDREW P HILL HIGH SCHOOL	SAN JOSE	49	41	83.7%	21	51.2%
ANTELOPE VALLEY HIGH SCHOOL	LANCASTER	16	13	81.3%	7	53.8%
ANTIOCH HIGH SCHOOL	ANTIOCH	67	58	86.6%	31	53.4%
APOSTOLIC ACADEMY	INDIO	1	1	100.0%	0	0.0%
APPLE VALLEY CHRISTIAN SCHOOL	APPLE VALLEY	1	0	0.0%	0	0.0%
APPLE VALLEY HIGH SCHOOL	APPLE VALLEY	34	30	88.2%	18	60.0%
APTOS HIGH SCHOOL	APTOS	66	57	86.4%	30	52.6%
AQUINAS HIGH SCHOOL	SAN BERNARDINO	17	10	58.8%	5	50.0%
ARAGON HIGH SCHOOL	SAN MATEO	107	98	91.6%	67	68.4%
ARCADIA HIGH SCHOOL	ARCADIA	353	306	87.3%	206	66.9%
ARCATA HIGH SCHOOL	ARCATA	27	26	96.3%	18	69.2%
ARCHBISHOP MITTY HIGH SCHOOL	SAN JOSE	104	73	70.2%	42	57.5%
ARCHBISHOP RIORDAN HIGH SCHOOL	SAN FRANCISCO	31	25	80.6%	12	48.0%
ARGONAUT HIGH SCHOOL	JACKSON	8	8	100.0%	2	25.0%
ARLINGTON HIGH SCHOOL	RIVERSIDE	87	69	79.3%	42	60.9%
ARMENIAN MESROBIAN HIGH SCHOOL	PICO RIVERA	9	8	88.9%	5	62.5%
ARMIJO HIGH SCHOOL	FAIRFIELD	37	28	70.3%	15	57.7%
ARMY & NAVY ACADEMY	CARLSBAD	11	8	72.7%	5	62.5%
ARROWHEAD CHRISTIAN ACADEMY	REDLANDS	8	6	75.0%	3	50.0%
ARROWSMITH ACADEMY	BERKELEY	6	5	83.3%	2	40.0%
ARROYO GRANDE HIGH SCHOOL	ARROYO GRANDE	56	53	94.6%	29	54.7%
ARROYO HIGH SCHOOL	EL MONTE	33	29	87.9%	21	72.4%
ARROYO HIGH SCHOOL	SAN LORENZO	24	22	91.7%	13	59.1%
ARSHAG DICKRANIAN ARMENIAN SCH	LOS ANGELES	4	2	50.0%	2	100.0%

ARTESIA HIGH SCHOOL	LAKEWOOD	63	52	82.5%	36	69.2%
ARVIN HIGH SCHOOL	ARVIN	8	8	100.0%	5	62.5%
ATASCADERO HIGH SCHOOL	ATASCADERO	29	27	93.1%	15	55.6%
ATHENIAN SCHOOL THE	DANVILLE	20	19	95.0%	10	52.6%
ATWATER HIGH SCHOOL	ATWATER	32	28	87.5%	12	42.9%
AVALON JR-SR HIGH SCHOOL	AVALON	5	4	80.0%	0	0.0%
AVENAL HIGH SCHOOL	AVENAL	9	9	100.0%	4	44.4%
AZUSA HIGH SCHOOL	AZUSA	4	3	75.0%	2	66.7%
BAIS YAAKOV SCHOOL FOR GIRLS	LOS ANGELES	2	2	100.0%	2	100.0%
BAKERSFIELD HIGH SCHOOL	BAKERSFIELD	56	41	73.2%	27	65.9%
BALBOA HIGH SCHOOL	SAN FRANCISCO	18	15	83.3%	12	80.0%
BALDWIN PARK HIGH SCHOOL	BALDWIN PARK	26	24	92.3%	13	54.2%
BANNING HIGH SCHOOL	BANNING	18	16	88.9%	9	56.3%
BANNING-CARSON ADULT	WILMINGTON	1	1	100.0%	0	0.0%
BAPTIST CHRISTIAN HIGH SCHOOL	HEMET	1	1	100.0%	0	0.0%
BARSTOW HIGH SCHOOL	BARSTOW	13	11	84.6%	5	45.5%
BASSETT HIGH SCHOOL	LA PUENTE	20	14	70.0%	10	71.4%
BEACON CHRISTIAN HIGH SCHOOL	SAN CARLOS	2	1	50.0%	1	100.0%
BEACON HIGH SCHOOL	OAKLAND	5	4	80.0%	2	50.0%
BEAR CREEK HIGH SCHOOL	STOCKTON	21	16	76.2%	9	56.3%
BEAR RIVER HIGH SCHOOL	GRASS VALLEY	23	21	91.3%	13	61.9%
BEAUMONT HIGH SCHOOL	BEAUMONT	6	4	66.7%	1	25.0%
BELL GARDENS SR HIGH SCHOOL	BELL GARDENS	49	37	75.5%	24	64.9%
BELL HIGH SCHOOL	BELL	60	46	76.7%	23	50.0%
BELLA VISTA HIGH SCHOOL	FAIR OAKS	78	70	89.7%	49	70.0%
BELLARMINE COLLEGE PREPARATORY	SAN JOSE	190	165	86.8%	82	49.7%
BELLARMINE-JEFFERSON HIGH SCH	BURBANK	20	19	95.0%	9	47.4%
BELLFLOWER HIGH SCHOOL	BELLFLOWER	19	16	84.2%	11	68.8%
BELMONT COLLEGE PREP SCHOOL	SUN VALLEY	1	1	100.0%	1	100.0%
BELMONT HIGH SCHOOL	LOS ANGELES	55	44	80.0%	24	54.5%
BENICIA HIGH SCHOOL	BENICIA	45	40	88.9%	29	72.5%
BENJAMIN FRANKLIN HIGH SCHOOL	LOS ANGELES	91	70	76.9%	33	47.1%
BEREAN CHRISTIAN HIGH SCHOOL	WALNUT CREEK	3	3	100.0%	3	100.0%
BERKELEY HIGH SCHOOL	BERKELEY	220	191	86.8%	101	52.9%
BETHEL CHRISTIAN HIGH SCHOOL	LANCASTER	1	1	100.0%	1	100.0%
BETHEL CHRISTIAN HIGH SCHOOL	RIVERSIDE	4	3	75.0%	1	33.3%
BEVERLY HILLS HIGH SCHOOL	BEVERLY HILLS	223	166	74.4%	90	54.2%
BEVERLY HILLS PREP SCHOOL	BEVERLY HILLS	3	3	100.0%	2	66.7%
BIG BEAR HIGH SCHOOL	BIG BEAR LAKE	16	15	93.8%	9	60.0%
BIG PINE HIGH SCHOOL	BIG PINE	1	1	100.0%	0	0.0%
BIGGS HIGH SCHOOL	BIGGS	1	1	100.0%	0	0.0%
BIRMINGHAM HIGH SCHOOL	VAN NUYS	75	53	70.7%	25	47.2%
BISHOP AMAT MEMORIAL HIGH SCH	LA PUENTE	117	91	77.8%	53	58.2%
BISHOP CONATY-OUR LADY LORETTO	LOS ANGELES	19	13	68.4%	9	69.2%
BISHOP GARCIA DIEGO HIGH SCH	SANTA BARBARA	16	12	75.0%	4	33.3%
BISHOP MONTGOMERY HIGH SCHOOL	TORRANCE	117	96	81.2%	51	53.7%
BISHOP MORA-SALESIAN HIGH SCH	LOS ANGELES	8	7	87.5%	1	14.3%
BISHOP ODOWD HIGH SCHOOL	OAKLAND	177	150	84.7%	96	64.0%
BISHOP UNION HIGH SCHOOL	BISHOP	15	15	100.0%	5	33.3%
BISHOPS SCHOOL THE	LA JOLLA	65	54	83.1%	19	35.2%
BLAIR HIGH SCHOOL	PASADENA	17	15	88.2%	12	80.0%
BLOOMINGTON HIGH SCHOOL	BLOOMINGTON	13	9	69.2%	4	44.4%
BOLSA GRANDE HIGH SCHOOL	GARDEN GROVE	43	40	93.0%	32	80.0%
BONITA HIGH SCHOOL	LA VERNE	47	41	87.2%	29	70.7%
BONITA VISTA HIGH SCHOOL	CHULA VISTA	107	91	85.0%	48	52.7%
BORREGO SPRINGS HIGH SCHOOL	BORREGO SPRINGS	4	4	100.0%	2	50.0%
BRANSON SCHOOL THE	ROSS	60	52	86.7%	18	34.6%
BRAVO MEDICAL MAGNET HIGH SCH	LOS ANGELES	149	123	82.6%	67	54.5%
BRAWLEY UNION HIGH SCHOOL	BRAWLEY	16	13	81.3%	4	30.8%
BREA OLINDA HIGH SCHOOL	BREA	84	67	79.8%	34	50.7%
BRENTWOOD SCHOOL	LOS ANGELES	67	47	70.1%	17	36.2%
BRET HARTE UNION HIGH SCHOOL	ALTAVILLE	11	11	100.0%	5	45.5%
BRETHREN CHRISTIAN JR-SR H S	CYPRESS	19	16	84.2%	7	43.8%

BRIDGEMONT HIGH SCHOOL	SAN FRANCISCO	6	3	50.0%	0	0.0%
BROADWAY HIGH SCHOOL	SAN JOSE	1	1	100.0%	0	0.0%
BROOKSIDE CHRISTIAN HIGH SCH	STOCKTON	1	1	100.0%	0	0.0%
BUCKLEY SCHOOL THE	SHERMAN OAKS	45	36	80.0%	13	36.1%
BUENA HIGH SCHOOL	VENTURA	80	73	91.3%	47	64.4%
BUENA PARK HIGH SCHOOL	BUENA PARK	16	16	100.0%	11	68.8%
BUENA VISTA CONTINUATION HS	CHINO	1	0	0.0%	0	0.0%
BULLARD HIGH SCHOOL	FRESNO	95	82	86.3%	44	53.7%
BUNDY CANYON CHRISTIAN SCHOOL	LAKE ELSINORE	1	1	100.0%	1	100.0%
BURBANK ADULT SCHOOL	BURBANK	1	1	100.0%	1	100.0%
BURBANK SENIOR HIGH SCHOOL	BURBANK	64	46	71.9%	28	60.9%
BURLINGAME HIGH SCHOOL	BURLINGAME	101	92	91.1%	55	59.8%
BURROUGHS EVENING HIGH SCHOOL	RIDGECREST	2	0	0.0%	0	0.0%
C K MCCLATCHY HIGH SCHOOL	SACRAMENTO	91	75	82.4%	52	69.3%
CABRILLO HIGH SCHOOL	LOMPOC	29	27	93.1%	12	44.4%
CAJON HIGH SCHOOL	SAN BERNARDINO	49	39	79.6%	26	66.7%
CALABASAS HIGH SCHOOL	CALABASAS	134	115	85.8%	67	58.3%
CALAVERAS HIGH SCHOOL	SAN ANDREAS	12	10	83.3%	8	80.0%
CALEXICO HIGH SCHOOL	CALEXICO	32	27	84.4%	20	74.1%
CALIFORNIA ACAD MATH & SCIENCE	CARSON	94	89	94.7%	47	52.8%
CALIFORNIA HIGH SCHOOL	SAN RAMON	85	73	85.9%	50	68.5%
CALIFORNIA HIGH SCHOOL	WHITTIER	31	26	83.9%	11	42.3%
CALIFORNIA LUTHERAN HIGH SCH	FALLBROOK	1	1	100.0%	1	100.0%
CALIPATRIA HIGH SCHOOL	CALIPATRIA	2	1	50.0%	1	100.0%
CALISTOGA HIGH SCHOOL	CALISTOGA	11	10	90.9%	6	60.0%
CALVARY CHAPEL HIGH SCHOOL	DOWNEY	2	1	50.0%	1	100.0%
CALVARY CHAPEL HIGH SCHOOL	REDLANDS	5	4	80.0%	3	75.0%
CALVARY CHAPEL HIGH SCHOOL	SANTA ANA	20	14	70.0%	6	42.9%
CALVIN CHRISTIAN HIGH SCHOOL	ESCONDIDO	1	1	100.0%	0	0.0%
CAMPBELL HALL	NORTH HOLLYWOOD	42	36	85.7%	15	41.7%
CAMPOLINDO HIGH SCHOOL	MORAGA	109	96	88.1%	59	61.5%
CANOGA PARK HIGH SCHOOL	CANOGA PARK	21	14	66.7%	7	50.0%
CANTWELL/SACRED HEART MARY H S	MONTEBELLO	34	22	64.7%	15	68.2%
CANYON HIGH SCHOOL	ANAHEIM	103	88	85.4%	59	67.0%
CANYON HIGH SCHOOL	CANYON COUNTRY	38	29	76.3%	19	65.5%
CANYON SPRINGS HIGH SCHOOL	MORENO VALLEY	59	49	83.1%	34	69.4%
CAPISTRANO VALLEY CHRSTN SCHLS	SAN JUAN CAPISTRANO	5	3	60.0%	0	0.0%
CAPISTRANO VALLEY HIGH SCHOOL	MISSION VIEJO	101	85	84.2%	49	57.6%
CAPITAL CHRISTIAN HIGH SCHOOL	SACRAMENTO	5	3	60.0%	2	66.7%
CAPUCHINO HIGH SCHOOL	SAN BRUNO	17	11	64.7%	8	72.7%
CARDINAL NEWMAN HIGH SCHOOL	SANTA ROSA	30	26	86.7%	12	46.2%
CARLMONT HIGH SCHOOL	BELMONT	69	56	81.2%	32	57.1%
CARLSBAD HIGH SCHOOL	CARLSBAD	87	71	81.6%	45	63.4%
CARMEL HIGH SCHOOL	CARMEL	48	45	93.8%	23	51.1%
CARONDELET HIGH SCHOOL	CONCORD	85	70	82.4%	44	62.9%
CARPINTERIA HIGH SCHOOL	CARPINTERIA	32	29	90.6%	13	44.8%
CARSON CHRISTIAN SCHOOL	CARSON	1	1	100.0%	0	0.0%
CARSON HIGH SCHOOL	CARSON	49	38	77.6%	20	52.6%
CARUTHERS HIGH SCHOOL	CARUTHERS	3	3	100.0%	2	66.7%
CASA GRANDE HIGH SCHOOL	PETALUMA	50	38	76.0%	20	52.6%
CASA ROBLE HIGH SCHOOL	ORANGEVALE	44	34	77.3%	26	76.5%
CASCADE SCHOOL THE	WHITMORE	1	0	0.0%	0	0.0%
CASTILLEJA SCHOOL	PALO ALTO	35	30	85.7%	10	33.3%
CASTLE PARK HIGH SCHOOL	CHULA VISTA	26	21	80.8%	14	66.7%
CASTLEMONT HIGH SCHOOL	OAKLAND	8	3	37.5%	3	100.0%
CASTRO VALLEY HIGH SCHOOL	CASTRO VALLEY	83	74	89.2%	48	64.9%
CATE SCHOOL	CARPINTERIA	32	28	87.5%	7	25.0%
CATHEDRAL CHRISTIAN ACADEMY	LOS ANGELES	1	1	100.0%	1	100.0%
CATHEDRAL CITY HIGH SCHOOL	CATHEDRAL CITY	17	10	58.8%	7	70.0%
CATHEDRAL HIGH SCHOOL	LOS ANGELES	15	10	66.7%	3	30.0%
CAZACADEMY	CAZADERO	1	0	0.0%	0	0.0%
CENTENNIAL HIGH SCHOOL	BAKERSFIELD	30	26	86.7%	15	57.7%
CENTENNIAL HIGH SCHOOL	COMPTON	1	0	0.0%	0	0.0%

BEST COPY AVAILABLE

CENTENNIAL HIGH SCHOOL	CORONA	68	61	89.7%	38	62.3%
CENTER HIGH SCHOOL	ANTELOPE	29	23	79.3%	12	52.2%
CENTERS OF LEARNING	NORTH HILLS	1	0	0.0%	0	0.0%
CENTRAL CATHOLIC HIGH SCHOOL	MODESTO	16	15	93.8%	9	60.0%
CENTRAL HIGH SCH EAST CAMPUS	FRESNO	8	8	100.0%	4	50.0%
CENTRAL HIGH SCHOOL	LOS ANGELES	2	0	0.0%	0	0.0%
CENTRAL UNION HIGH SCHOOL	EL CENTRO	51	39	76.5%	27	69.2%
CENTRAL VALLEY CHRISTIAN H S	VISALIA	1	1	100.0%	1	100.0%
CENTRAL VALLEY HIGH SCHOOL	SHASTA LAKE	12	11	91.7%	6	54.5%
CENTURY HIGH SCHOOL	SANTA ANA	43	37	86.0%	16	43.2%
CERES HIGH SCHOOL	CERES	14	12	85.7%	6	50.0%
CERRITOS HIGH SCHOOL	CERRITOS	183	137	74.9%	100	73.0%
CHADWICK SCHOOL	PALOS VERDES ESTATE	46	42	91.3%	12	28.6%
CHAFFEY HIGH SCHOOL	ONTARIO	24	20	83.3%	9	45.0%
CHAMINADE COLLEGE PREPARATORY	WEST HILLS	132	114	86.4%	72	63.2%
CHANNEL ISLANDS HIGH SCHOOL	OXNARD	45	34	75.6%	25	73.5%
CHARTER OAK HIGH SCHOOL	COVINA	36	28	77.8%	20	71.4%
CHATSWORTH HIGH SCHOOL	CHATSWORTH	125	95	76.0%	63	66.3%
CHESTER JR-SR HS CAREER CTR	CHESTER	7	7	100.0%	4	57.1%
CHICO SENIOR HIGH SCHOOL	CHICO	56	50	89.3%	30	60.0%
CHINESE CHRISTIAN SCHOOLS	SAN LEANDRO	7	5	71.4%	5	100.0%
CHINO COMMUNITY ADULT SCHOOL	CHINO	1	0	0.0%	0	0.0%
CHINO HIGH SCHOOL	CHINO	44	36	81.8%	26	72.2%
CHOWCHILLA UNION HIGH SCHOOL	CHOWCHILLA	7	7	100.0%	2	28.6%
CHRISTIAN BROTHERS HIGH SCHOOL	SACRAMENTO	44	36	81.8%	20	55.6%
CHRISTIAN CENTER SCHOOL	PARADISE	1	0	0.0%	0	0.0%
CHRISTIAN CHAPEL HIGH SCHOOL	WALNUT	1	1	100.0%	1	100.0%
CHRISTIAN COMMUNITY ACADEMY	SAN JOSE	1	1	100.0%	0	0.0%
CHRISTIAN HIGH SCHOOL	EL CAJON	11	8	72.7%	4	50.0%
CHRISTIAN SCHOOL OF THE DESERT	BERMUDA DUNES	7	3	42.9%	3	100.0%
CHULA VISTA SENIOR HIGH SCHOOL	CHULA VISTA	58	44	75.9%	21	47.7%
CITY OF ANGELES SCHOOL	RESEDA	3	2	66.7%	0	0.0%
CLAIREMONT HIGH SCHOOL	SAN DIEGO	28	17	60.4%	15	88.2%
CLAREMONT HIGH SCHOOL	CLAREMONT	139	120	86.3%	62	51.7%
CLAREMONT PRIVATE HIGH SCHOOL	HUNTINGTON BEACH	1	1	100.0%	1	100.0%
CLAYTON VALLEY HIGH SCHOOL	CONCORD	55	41	74.5%	22	53.7%
CLEAR LAKE HIGH SCHOOL	LAKEPORT	7	7	100.0%	4	57.1%
CLEVELAND HIGH SCHOOL	RESEDA	111	88	79.3%	57	64.8%
CLEVELAND HUMANITIES MAGNET	RESEDA	3	3	100.0%	1	33.3%
CLOVERDALE HIGH SCHOOL	CLOVERDALE	13	12	92.3%	9	75.0%
CLOVIS HIGH SCHOOL	CLOVIS	37	34	91.9%	16	47.1%
CLOVIS WEST HIGH SCHOOL	FRESNO	101	87	86.1%	56	64.4%
COACHELLA VALLEY HIGH SCHOOL	THERMAL	33	25	75.8%	14	56.0%
COALINGA UNION HIGH SCHOOL	COALINGA	16	13	81.3%	6	46.2%
COAST UNION HIGH SCHOOL	CAMBRIA	11	10	90.9%	6	60.0%
COLEVILLE HIGH SCHOOL	COLEVILLE	1	0	0.0%	0	0.0%
COLFAX HIGH SCHOOL	COLFAX	24	20	83.3%	7	35.0%
COLLEGE PARK HIGH SCHOOL	PLEASANT HILL	91	79	86.8%	52	65.8%
COLLEGE PREPARATORY SCHOOL THE	OAKLAND	62	58	93.5%	14	24.1%
COLTON HIGH SCHOOL	COLTON	38	28	73.7%	21	75.0%
COLUSA HIGH SCHOOL	COLUSA	2	2	100.0%	1	50.0%
COMPTON SENIOR HIGH SCHOOL	COMPTON	19	6	31.6%	4	66.7%
CONCORD HIGH SCHOOL	CONCORD	28	23	82.1%	9	39.1%
CONCORD HIGH SCHOOL	SANTA MONICA	16	13	81.3%	6	46.2%
CONCORDIA HIGH	OAKLAND	1	1	100.0%	0	0.0%
CONTRA COSTA CHRISTIAN HIGH SC	WALNUT CREEK	1	1	100.0%	1	100.0%
CONVENT OF THE SACRED HEART HS	SAN FRANCISCO	24	21	87.5%	14	66.7%
CORCORAN HIGH SCHOOL	CORCORAN	11	10	90.9%	2	20.0%
CORDOVA HIGH SCHOOL	RANCHO CORDOVA	16	15	93.8%	2	13.3%
CORNELIA CONNELLY SCHOOL	ANAHEIM	32	23	71.9%	11	47.8%
CORNING UNION HIGH SCHOOL	CORNING	8	8	100.0%	6	75.0%
CORONA DEL MAR HIGH SCHOOL	NEWPORT BEACH	113	97	85.8%	51	52.6%
CORONA HIGH SCHOOL	CORONA	76	68	89.5%	42	61.8%

CORONADO HIGH SCHOOL	CORONADO	47	41	87.2%	20	48.8%
COSTA MESA HIGH SCHOOL	COSTA MESA	30	20	66.7%	13	65.0%
COVENANT CHRISTIAN HIGH SCHOOL	CHULA VISTA	1	1	100.0%	0	0.0%
COVINA HIGH SCHOOL	COVINA	30	25	83.3%	15	60.0%
CRAWFORD HIGH SCHOOL	SAN DIEGO	41	30	73.2%	20	66.7%
CREATIVE & PREFORMING ARTS HS	SAN DIEGO	1	1	100.0%	0	0.0%
CREATIVE LEARNING SCHOOL	SAN BRUNO	1	1	100.0%	1	100.0%
CRENSHAW HIGH SCHOOL	LOS ANGELES	53	43	81.1%	21	48.8%
CRESCENTA VALLEY HIGH SCHOOL	LA CRESCENTA	125	100	80.0%	47	47.0%
CRESPI CARMELITE HIGH SCHOOL	ENCINO	45	36	80.0%	13	36.1%
CROSSROADS CHRISTIAN ACAD	SAN JOSE	1	0	0.0%	0	0.0%
CROSSROADS SCHOOL	SANTA MONICA	80	67	83.8%	27	40.3%
CRYSTAL SPRINGS UPLANDS SCH	HILLSBOROUGH	50	42	84.0%	16	38.1%
CULVER CITY HIGH SCHOOL	CULVER CITY	65	52	80.0%	30	57.7%
CUPERTINO HIGH SCHOOL	CUPERTINO	70	65	92.9%	41	63.1%
CUYAMA VALLEY HIGH SCHOOL	NEW CUYAMA	1	0	0.0%	0	0.0%
CYPRESS HIGH SCHOOL	CYPRESS	61	54	88.5%	32	59.3%
DAMIEN HIGH SCHOOL	LA VERNE	87	76	87.4%	43	56.6%
DANA HILLS HIGH SCHOOL	DANA POINT	123	99	80.5%	51	51.5%
DANIEL MURPHY CATHOLIC HIGH SC	LOS ANGELES	35	19	54.3%	13	68.4%
DAVID STARR JORDAN H S	LONG BEACH	27	25	92.6%	18	72.0%
DAVID STARR JORDAN H S	LOS ANGELES	28	22	78.6%	19	86.4%
DAVIS SCH FOR INDEPEND STUDY	DAVIS	1	1	100.0%	0	0.0%
DAVIS SENIOR HIGH SCHOOL	DAVIS	198	183	92.4%	118	64.5%
DE ANZA HIGH SCHOOL	RICHMOND	45	38	84.4%	25	65.8%
DE LASALLE HIGH SCHOOL	CONCORD	73	57	78.1%	33	57.9%
DEL CAMPO HIGH SCHOOL	FAIR OAKS	47	40	85.1%	22	55.0%
DEL MAR HIGH SCHOOL	SAN JOSE	26	21	80.8%	14	66.7%
DEL NORTE COUNTY HIGH SCHOOL	CRESCENT CITY	8	5	62.5%	3	60.0%
DEL ORO HIGH SCHOOL	LOOMIS	41	37	90.2%	15	40.5%
DEL PASO HIGH SCHOOL	WALNUT	1	1	100.0%	1	100.0%
DELANO HIGH SCHOOL	DELANO	23	19	82.6%	10	52.6%
DELPHI ACADEMY	LA CANADA	1	1	100.0%	0	0.0%
DELTA HIGH SCHOOL	CLARKSBURG	3	3	100.0%	3	100.0%
DENAIR HIGH SCHOOL	DENAIR	2	2	100.0%	0	0.0%
DESERT CHRISTIAN HIGH SCHOOL	LANCASTER	2	2	100.0%	0	0.0%
DESERT HIGH SCHOOL	EDWARDS	6	6	100.0%	5	83.3%
DIAMOND BAR HIGH SCHOOL	DIAMOND BAR	245	217	88.6%	154	71.0%
DINUBA HIGH SCHOOL	DINUBA	15	11	73.3%	4	36.4%
DIXON HIGH SCHOOL	DIXON	24	18	66.7%	8	50.0%
DOMINGUEZ SENIOR HIGH SCHOOL	COMPTON	18	10	55.6%	6	60.0%
DON BOSCO TECHNICAL INSTITUTE	ROSEMEAD	55	38	69.1%	19	50.0%
DON LUGO HIGH SCHOOL	CHINO	35	31	88.6%	14	45.2%
DORSEY SENIOR HIGH SCHOOL	LOS ANGELES	16	8	50.0%	2	25.0%
DOS PALOS HIGH SCHOOL	DOS PALOS	2	2	100.0%	1	50.0%
DOS PUEBLOS HIGH SCHOOL	GOLETA	66	60	90.9%	46	76.7%
DOWNEY ADULT SCHOOL	DOWNEY	1	0	0.0%	0	0.0%
DOWNEY HIGH SCHOOL	DOWNEY	59	46	78.0%	28	60.9%
DOWNTOWN BUSINESS MAGNET HS	LOS ANGELES	24	20	83.3%	10	50.0%
DREW COLLEGE PREPARATORY SCH	SAN FRANCISCO	12	11	91.7%	6	54.5%
DUARTE HIGH SCHOOL	DUARTE	10	7	70.0%	3	42.9%
DUBLIN HIGH SCHOOL	DUBLIN	20	19	95.0%	13	68.4%
DUNCAN POLYTECHNICAL HIGH SCH	FRESNO	5	4	80.0%	3	75.0%
DUNN SCHOOL	LOS OLIVOS	8	6	75.0%	4	66.7%
DUNSMUIR HIGH SCHOOL	DUNSMUIR	1	1	100.0%	1	100.0%
DURHAM HIGH SCHOOL	DURHAM	4	4	100.0%	2	50.0%
EAGLE ROCK HIGH SCHOOL	LOS ANGELES	56	50	89.3%	33	66.0%
EAST BAKERSFIELD HIGH SCHOOL	BAKERSFIELD	10	8	80.0%	3	37.5%
EAST NICOLAUS HIGH SCHOOL	NICOLAUS	6	5	83.3%	4	80.0%
EAST UNION HIGH SCHOOL	MANTECA	19	15	78.9%	10	66.7%
EASTLAKE HIGH SCHOOL	CHULA VISTA	86	64	74.4%	42	65.6%
EDISON HIGH SCHOOL	FRESNO	76	70	92.1%	32	45.7%
EDISON HIGH SCHOOL	HUNTINGTON BEACH	107	84	78.5%	53	63.1%

FRANCIS PARKER SCHOOL	SAN DIEGO	46	40	87.0%	19	47.5%
FRANKLIN HIGH SCHOOL	STOCKTON	22	17	77.3%	10	58.8%
FRED C BEYER HIGH SCHOOL	MODESTO	50	47	94.0%	28	59.6%
FRED FINCH YOUTH CENTER	OAKLAND	1	0	0.0%	0	0.0%
FREDERICK K C PRICE III SCHOOL	LOS ANGELES	3	2	66.7%	1	50.0%
FREMONT CHRISTIAN HIGH SCHOOL	FREMONT	15	15	100.0%	7	46.7%
FREMONT HIGH SCHOOL	SUNNYVALE	54	45	83.3%	28	62.2%
FRENCH AMERICAN INTERNATNL SCH	SAN FRANCISCO	10	9	90.0%	6	66.7%
FRESNO CHRISTIAN HIGH SCHOOL	FRESNO	1	1	100.0%	0	0.0%
FRESNO HIGH SCHOOL	FRESNO	25	22	88.0%	8	36.4%
FULLERTON UNION HIGH SCHOOL	FULLERTON	35	28	80.0%	16	57.1%
FUTURES HIGH SCHOOL	MISSION VIEJO	1	0	0.0%	0	0.0%
GAHR HIGH SCHOOL	CERRITOS	108	86	79.6%	56	65.1%
GALILEO ACAD OF SCIENCE & TECH	SAN FRANCISCO	64	49	76.6%	24	49.0%
GALT JOINT UNION HIGH SCHOOL	GALT	11	9	81.8%	5	55.6%
GANESHA HIGH SCHOOL	POMONA	19	18	94.7%	12	66.7%
GARCES MEMORIAL HIGH SCHOOL	BAKERSFIELD	47	40	85.1%	26	65.0%
GARDEN GROVE HIGH SCHOOL	GARDEN GROVE	56	49	87.5%	38	77.6%
GARDENA HIGH SCHOOL	GARDENA	34	24	70.6%	13	54.2%
GAREY HIGH SCHOOL	POMONA	22	17	77.3%	12	70.6%
GARFIELD HIGH SCHOOL	SAN DIEGO	1	1	100.0%	0	0.0%
GATEWAY CHRISTIAN HIGH SCHOOL	HARBOR CITY	1	1	100.0%	0	0.0%
GENERAL EDUCATION DEVELOPMENT		1	0	0.0%	0	0.0%
GEORGE S PATTON HIGH SCHOOL	HARBOR CITY	1	1	100.0%	0	0.0%
GEORGE WASHINGTON HIGH SCHOOL	SAN FRANCISCO	177	139	78.5%	91	65.5%
GEORGE WASHINGTON PREP HIGH SC	LOS ANGELES	33	21	63.6%	11	52.4%
GILROY HIGH SCHOOL	GILROY	29	21	72.4%	13	61.9%
GLAD TIDINGS CHRISTIAN ACADEMY	YUBA CITY	2	2	100.0%	0	0.0%
GLADSTONE HIGH SCHOOL	COVINA	7	5	71.4%	4	80.0%
GLEN A WILSON HIGH SCHOOL	HACIENDA HEIGHTS	117	94	80.3%	72	76.6%
GLENDALE ACADEMY	GLENDALE	16	14	87.5%	5	35.7%
GLENDALE HIGH SCHOOL	GLENDALE	90	74	82.2%	47	63.5%
GLENDORA HIGH SCHOOL	GLENDORA	66	57	87.7%	33	57.9%
GOLDEN GATE ACADEMY	OAKLAND	1	1	100.0%	0	0.0%
GOLDEN SIERRA HIGH SCHOOL	GARDEN VALLEY	11	11	100.0%	7	63.6%
GOLDEN VALLEY HIGH SCHOOL	MERCED	30	29	96.7%	23	79.3%
GOLDEN WEST HIGH SCHOOL	VISALIA	35	29	82.9%	16	55.2%
GOMPERS SECONDARY SCHOOL	SAN DIEGO	39	32	82.1%	16	50.0%
GONZALES HIGH SCHOOL	GONZALES	17	12	70.6%	6	50.0%
GRACE M DAVIS HIGH SCHOOL	MODESTO	41	36	87.8%	25	69.4%
GRANADA HIGH SCHOOL	LIVERMORE	46	40	87.0%	19	47.5%
GRANADA HILLS HIGH SCHOOL	GRANADA HILLS	232	196	84.5%	126	64.3%
GRANITE HILLS HIGH SCHOOL	EL CAJON	35	30	85.7%	17	56.7%
GRANT HIGH SCHOOL	SACRAMENTO	31	23	74.2%	11	47.8%
GRAUER SCHOOL THE	ENCINITAS	3	2	66.7%	1	50.0%
GRETCHEN WHITNEY HIGH SCHOOL	CERRITOS	158	146	92.4%	83	56.8%
GRIDLEY UNION HIGH SCHOOL	GRIDLEY	5	5	100.0%	5	100.0%
GROSSMONT ADULT HIGH SCHOOL	LA MESA	1	1	100.0%	1	100.0%
GROSSMONT HIGH SCHOOL	LA MESA	64	51	79.7%	25	49.0%
GUSTINE HIGH SCHOOL	GUSTINE	11	10	90.9%	5	50.0%
HALF MOON BAY HIGH SCHOOL	HALF MOON BAY	32	25	78.1%	16	64.0%
HAMILTON HUMANITIES MAGNET	LOS ANGELES	2	1	50.0%	1	100.0%
HAMILTON SCHOOL	ANZA	2	0	0.0%	0	0.0%
HAMILTON UNION HIGH SCHOOL	HAMILTON CITY	3	2	66.7%	1	50.0%
HANFORD JOINT UNION HS EAST	HANFORD	25	19	76.0%	8	42.1%
HANFORD JOINT UNION HS WEST	HANFORD	4	4	100.0%	2	50.0%
HAPPY VALLEY SCHOOL	OJAI	5	5	100.0%	2	40.0%
HARBOR HIGH SCHOOL	SANTA CRUZ	72	67	93.1%	31	46.3%
HARVARD-WESTLAKE SCHOOL	NORTH HOLLYWOOD	219	196	89.5%	66	33.7%
HAWTHORNE HIGH SCHOOL	HAWTHORNE	46	41	89.1%	26	63.4%
HAYFORK HIGH SCHOOL	HAYFORK	2	2	100.0%	2	100.0%
HAYWARD HIGH SCHOOL	HAYWARD	44	30	68.2%	24	80.0%
HEAD-ROYCE SCHOOL THE	OAKLAND	63	54	85.7%	15	27.8%

EDISON SENIOR HIGH SCHOOL	STOCKTON	23	21	91.3%	15	71.4%
EDUCATIONAL DIRECTIONS SCHOOL	ENCINITAS	1	0	0.0%	0	0.0%
EISENHOWER HIGH SCHOOL	RIALTO	42	38	90.5%	26	68.4%
EL CAJON VALLEY HIGH SCHOOL	EL CAJON	16	11	68.8%	8	72.7%
EL CAMINO FUNDAMENTAL HIGH SCH	SACRAMENTO	63	54	85.7%	34	63.0%
EL CAMINO HIGH SCHOOL	OCEANSIDE	25	15	60.0%	10	66.7%
EL CAMINO HIGH SCHOOL	SOUTH SAN FRANCISCO	48	41	85.4%	25	61.0%
EL CAMINO REAL HIGH SCHOOL	WOODLAND HILLS	130	111	85.4%	71	64.0%
EL CAPITAN HIGH SCHOOL	LAKESIDE	40	37	92.5%	22	59.5%
EL CERRITO HIGH SCHOOL	EL CERRITO	83	79	95.2%	48	60.8%
EL DORADO HIGH SCHOOL	PLACENTIA	55	48	87.3%	29	60.4%
EL DORADO HIGH SCHOOL	PLACERVILLE	31	23	74.2%	12	52.2%
EL MODENA HIGH SCHOOL	ORANGE	70	58	82.9%	36	62.1%
EL MOLINO HIGH SCHOOL	FORESTVILLE	35	33	94.3%	16	48.5%
EL MONTE HIGH SCHOOL	EL MONTE	36	27	75.0%	12	44.4%
EL RANCHO HIGH SCHOOL	PICO RIVERA	61	42	68.9%	15	35.7%
EL SEGUNDO HIGH SCHOOL	EL SEGUNDO	39	28	71.8%	15	53.6%
EL TORO HIGH SCHOOL	LAKE FOREST	96	80	83.3%	50	62.5%
ELK GROVE HIGH SCHOOL	ELK GROVE	68	51	75.0%	32	62.7%
ELLWOOD P. CUBBERLEY SR HIGH	PALO ALTO	1	0	0.0%	0	0.0%
ELSINORE HIGH SCHOOL	WILDOMAR	36	32	88.9%	18	56.3%
EMERSON HIGH SCHOOL	ORANGE	3	2	66.7%	1	50.0%
EMERY HIGH SCHOOL	EMERYVILLE	4	2	50.0%	1	50.0%
ENCINA HIGH SCHOOL	SACRAMENTO	6	4	66.7%	2	50.0%
ENCINAL HIGH SCHOOL	ALAMEDA	44	36	81.8%	18	50.0%
ENTERPRISE HIGH SCHOOL	REDDING	14	10	71.4%	5	50.0%
ERNEST RIGHETTI HIGH SCHOOL	SANTA MARIA	28	25	89.3%	16	64.0%
ESCALON HIGH SCHOOL	ESCALON	8	6	75.0%	3	50.0%
ESCONDIDO ADVENTIST ACADEMY	ESCONDIDO	1	1	100.0%	0	0.0%
ESCONDIDO HIGH SCHOOL	ESCONDIDO	33	24	72.7%	16	66.7%
ESPARTO HIGH SCHOOL	ESPARTO	4	2	50.0%	1	50.0%
ESPERANZA HIGH SCHOOL	ANAHEIM	143	117	81.8%	71	60.7%
ESTANCIA HIGH SCHOOL	COSTA MESA	27	22	81.5%	13	59.1%
ETIWANDA HIGH SCHOOL	ETIWANDA	43	36	83.7%	23	63.9%
ETNA UNION HIGH SCHOOL	ETNA	1	1	100.0%	1	100.0%
EUREKA SENIOR HIGH SCHOOL	EUREKA	28	26	92.9%	14	53.8%
EXCELSIOR JR-SR HIGH SCHOOL	LOS ANGELES	1	1	100.0%	0	0.0%
EXETER UNION HIGH SCHOOL	EXETER	12	9	75.0%	4	44.4%
FAIRBANKS COUNTRY DAY SCHOOL	RANCHO SNTA FE	3	3	100.0%	2	66.7%
FAIRFAX HIGH SCHOOL	LOS ANGELES	70	51	72.9%	35	68.6%
FAIRFIELD HIGH SCHOOL	FAIRFIELD	46	38	82.6%	23	60.5%
FAITH BAPTIST HIGH SCHOOL	CANOGA PARK	8	5	62.5%	4	80.0%
FAITH CHRISTIAN SCHOOL	RIVERSIDE	1	1	100.0%	0	0.0%
FALL RIVER JR-SR HIGH SCHOOL	MCARTHUR	2	2	100.0%	1	50.0%
FALLBROOK UNION HIGH SCHOOL	FALLBROOK	67	59	88.1%	30	50.8%
FERNDALE HIGH SCHOOL	FERNDALE	3	3	100.0%	3	100.0%
FILLMORE HIGH SCHOOL	FILLMORE	11	6	54.5%	2	33.3%
FIREBAUGH HIGH SCHOOL	FIREBAUGH	5	5	100.0%	0	0.0%
FLINTRIDGE PREPARATORY SCHOOL	LA CANADA	67	59	88.1%	25	42.4%
FLINTRIDGE SACRED HEART ACAD	LA CANADA	45	29	64.4%	15	51.7%
FLORIN HIGH SCHOOL	SACRAMENTO	69	56	81.2%	35	62.5%
FLOYD B BUCHANAN HIGH SCHOOL	CLOVIS	52	48	92.3%	32	66.7%
FOLSOM HIGH SCHOOL	FOLSOM	48	45	93.8%	32	71.1%
FONTANA HIGH SCHOOL	FONTANA	41	34	82.9%	21	61.8%
FOOTHILL HIGH SCHOOL	BAKERSFIELD	9	8	88.9%	4	50.0%
FOOTHILL HIGH SCHOOL	PLEASANTON	46	43	93.5%	24	55.8%
FOOTHILL HIGH SCHOOL	REDDING	15	12	80.0%	8	66.7%
FOOTHILL HIGH SCHOOL	SACRAMENTO	12	9	75.0%	3	33.3%
FOOTHILL HIGH SCHOOL	SANTA ANA	127	110	86.6%	72	65.5%
FORT BRAGG HIGH SCHOOL	FT BRAGG	12	12	100.0%	9	75.0%
FORTUNA UNION HIGH SCHOOL	FORTUNA	12	10	83.3%	8	80.0%
FOUNTAIN VALLEY HIGH SCHOOL	FOUNTAIN VALLEY	154	119	77.3%	78	65.5%
FOWLER HIGH SCHOOL	FOWLER	7	6	85.7%	3	50.0%

BEST COPY AVAILABLE

HEALDSBURG SENIOR HIGH SCHOOL	HEALDSBURG	22	18	81.8%	13	72.2%
HEBREW ACADEMY	WESTMINSTER	1	1	100.0%	1	100.0%
HEBREW ACADEMY SAN FRANCISCO	SAN FRANCISCO	12	11	91.7%	7	63.6%
HELIX HIGH SCHOOL	LA MESA	57	50	87.7%	33	66.0%
HEMET HIGH SCHOOL	HEMET	63	58	92.1%	30	51.7%
HENRY M GUNN SR HIGH SCHOOL	PALO ALTO	157	140	89.2%	71	50.7%
HENRY T GUNDERSON HIGH SCHOOL	SAN JOSE	35	28	80.0%	14	50.0%
HERBERT HOOVER HIGH SCHOOL	FRESNO	28	25	89.3%	14	56.0%
HERBERT HOOVER HIGH SCHOOL	GLENDALE	103	82	79.6%	53	64.6%
HERLONG HIGH SCHOOL	HERLONG	1	1	100.0%	0	0.0%
HERZL SCHOOL	LOS ANGELES	2	2	100.0%	2	100.0%
HESPERIA CHRISTIAN SCHOOL	HESPERIA	1	1	100.0%	0	0.0%
HESPERIA HIGH SCHOOL	HESPERIA	17	15	88.2%	9	60.0%
HIGHLAND HALL	NORTHRIDGE	7	6	85.7%	4	66.7%
HIGHLAND HIGH SCHOOL	BAKERSFIELD	28	22	78.6%	9	40.9%
HIGHLAND HIGH SCHOOL	PALMDALE	52	34	65.4%	19	55.9%
HIGHLANDS HIGH SCHOOL	NORTH HIGHLANDS	17	15	88.2%	10	66.7%
HILLSDALE HIGH SCHOOL	SAN MATEO	74	67	90.5%	40	59.7%
HILLTOP HIGH SCHOOL	CHULA VISTA	58	38	65.5%	25	65.8%
HILMAR HIGH SCHOOL	HILMAR	2	1	50.0%	0	0.0%
HIRAM W JOHNSON H S WEST CAMPUS	SACRAMENTO	11	8	72.7%	3	37.5%
HIRAM W JOHNSON HIGH SCHOOL	SACRAMENTO	12	5	41.7%	4	80.0%
HOGAN SENIOR HIGH SCHOOL	VALLEJO	40	30	75.0%	24	80.0%
HOLLYWOOD HIGH SCHOOL	LOS ANGELES	15	11	73.3%	8	72.7%
HOLTVILLE HIGH SCHOOL	HOLTVILLE	11	9	81.8%	6	66.7%
HOLY FAMILY GIRLS HIGH SCHOOL	GLENDALE	10	6	60.0%	3	50.0%
HOLY MARTYRS ARMENIAN HIGH SCH	ENCINO	13	12	92.3%	5	41.7%
HOLY NAMES HIGH SCHOOL	OAKLAND	25	22	88.0%	9	40.9%
HOMESTEAD HIGH SCHOOL	CUPERTINO	146	128	87.7%	83	64.8%
HOOPA VALLEY HIGH SCHOOL	HOOPA	9	7	77.8%	3	42.9%
HOOVER HIGH SCHOOL	SAN DIEGO	36	19	52.8%	13	68.4%
HORIZON JR-SR HIGH SCHOOL	SAN DIEGO	3	3	100.0%	2	66.7%
HUENEME HIGH SCHOOL	OXNARD	31	29	93.5%	21	72.4%
HUGHSON UNION HIGH SCHOOL	HUGHSON	7	5	71.4%	4	80.0%
HUNTINGTON BEACH HIGH SCHOOL	HUNTINGTON BEACH	102	88	86.3%	63	71.6%
HUNTINGTON PARK HIGH SCHOOL	HUNTINGTON PARK	42	35	83.3%	13	37.1%
IDYLLWILD ARTS ACADEMY	IDYLLWILD	5	5	100.0%	1	20.0%
IMMACULATE CONCEPTION ACADEMY	SAN FRANCISCO	14	10	71.4%	6	60.0%
IMMACULATE HEART HIGH SCHOOL	LOS ANGELES	79	52	65.8%	23	44.2%
IMMANUEL BAPTIST SCHOOL	RIVERSIDE	1	0	0.0%	0	0.0%
IMMANUEL HIGH SCHOOL	REEDLEY	1	1	100.0%	0	0.0%
IMPERIAL HIGH SCHOOL	IMPERIAL	6	5	83.3%	4	80.0%
IMPERIAL HIGH SCHOOL	PASADENA	1	1	100.0%	0	0.0%
INDEPENDENCE HIGH SCHOOL	DIAMOND SPRINGS	1	1	100.0%	0	0.0%
INDEPENDENCE HIGH SCHOOL	SAN FRANCISCO	1	1	100.0%	0	0.0%
INDEPENDENCE HIGH SCHOOL	SAN JOSE	98	78	79.6%	47	60.3%
INDIO HIGH SCHOOL	INDIO	63	44	69.8%	23	52.3%
INGLEWOOD HIGH SCHOOL	INGLEWOOD	16	13	81.3%	6	46.2%
INTERNATIONAL STUDIES ACADEMY	SAN FRANCISCO	27	20	74.1%	13	65.0%
IRVINE HIGH SCHOOL	IRVINE	188	161	85.6%	106	65.8%
IRVINGTON HIGH SCHOOL	FREMONT	56	50	89.3%	28	56.0%
J EUGENE MCATEER HIGH SCHOOL	SAN FRANCISCO	39	30	76.9%	22	73.3%
JAMES A GARFIELD HIGH SCHOOL	LOS ANGELES	73	58	79.5%	28	48.3%
JAMES LICK HIGH SCHOOL	SAN JOSE	17	14	82.4%	8	57.1%
JAMES LOGAN HIGH SCHOOL	UNION CITY	130	111	85.4%	70	63.1%
JAMES MONROE HIGH SCHOOL	NORTH HILLS	77	68	88.3%	40	58.8%
JEFFERSON HIGH SCHOOL	DALY CITY	15	11	73.3%	4	36.4%
JESUIT HIGH SCHOOL	SACRAMENTO	106	88	83.8%	44	50.0%
JOHANSEN HIGH SCHOOL	MODESTO	51	46	90.2%	30	65.2%
JOHN A ROWLAND HIGH SCHOOL	ROWLAND HEIGHTS	114	89	78.1%	55	61.8%
JOHN BURROUGHS HIGH SCHOOL	BURBANK	41	31	75.6%	13	41.9%
JOHN C FREMONT HIGH SCHOOL	LOS ANGELES	25	19	76.0%	8	42.1%
JOHN C FREMONT HIGH SCHOOL	OAKLAND	28	16	57.1%	11	68.8%

JOHN F KENNEDY HIGH SCHOOL	FREMONT	34	26	76.5%	20	76.9%
JOHN F KENNEDY HIGH SCHOOL	GRANADA HILLS	35	30	85.7%	18	60.0%
JOHN F KENNEDY HIGH SCHOOL	LA PALMA	87	72	82.8%	44	61.1%
JOHN F KENNEDY HIGH SCHOOL	RICHMOND	14	12	85.7%	6	50.0%
JOHN F KENNEDY HIGH SCHOOL	SACRAMENTO	96	81	84.4%	50	61.7%
JOHN GLENN HIGH SCHOOL	NORWALK	19	15	78.9%	8	53.3%
JOHN H FRANCIS POLY HIGH SCH	SUN VALLEY	39	26	66.7%	13	50.0%
JOHN MARSHALL FUNDAMENTAL SCH	PASADENA	18	11	61.1%	8	72.7%
JOHN MARSHALL HIGH SCHOOL	LOS ANGELES	99	73	73.7%	44	60.3%
JOHN MUIR HIGH SCHOOL	PASADENA	35	25	71.4%	20	80.0%
JOHN OCONNELL HIGH SCHOOL	SAN FRANCISCO	5	4	80.0%	3	75.0%
JOHN SWETT HIGH SCHOOL	CROCKETT	13	10	76.9%	7	70.0%
JOHN W NORTH HIGH SCHOOL	RIVERSIDE	115	99	86.1%	72	72.7%
JOHN WOOLMAN HIGH SCHOOL	NEVADA CITY	4	3	75.0%	3	100.0%
JOHNSON OPPORTUNITY HIGH SCH	LOS ANGELES	1	1	100.0%	0	0.0%
JULIAN UNION HIGH SCHOOL	JULIAN	6	4	66.7%	2	50.0%
JUNIPERO SERRA HIGH SCHOOL	GARDENA	34	23	67.6%	13	56.5%
JUNIPERO SERRA HIGH SCHOOL	SAN DIEGO	83	66	79.5%	33	50.0%
JUNIPERO SERRA HIGH SCHOOL	SAN MATEO	54	43	79.6%	20	46.5%
JURUPA VALLEY HIGH SCHOOL	MIRA LOMA	35	25	71.4%	15	60.0%
JUSTIN-SIENA HIGH SCHOOL	NAPA	25	20	80.0%	12	60.0%
KATELLA HIGH SCHOOL	ANAHEIM	29	25	86.2%	16	64.0%
KELSEYVILLE HIGH SCHOOL	KELSEYVILLE	9	7	77.8%	5	71.4%
KERMAN HIGH SCHOOL	KERMAN	7	7	100.0%	4	57.1%
KING CITY JOINT UNION HIGH SCH	KING CITY	14	12	85.7%	5	41.7%
KING-DREW MEDICAL MAGNET H S	LOS ANGELES	20	11	55.0%	5	45.5%
KINGS ACADEMY THE	SUNNYVALE	4	4	100.0%	2	50.0%
KINGS CHRISTIAN HIGH SCHOOL	LEMOORE	1	1	100.0%	0	0.0%
KINGSBURG JOINT UNION HIGH SCH	KINGSBURG	10	10	100.0%	2	20.0%
LA CANADA HIGH SCHOOL	LA CANADA	134	106	79.1%	66	62.3%
LA HABRA HIGH SCHOOL	LA HABRA	29	26	89.7%	15	57.7%
LA JOLLA COUNTRY DAY SCHOOL	LA JOLLA	40	32	80.0%	15	46.9%
LA JOLLA HIGH SCHOOL	LA JOLLA	181	160	88.4%	100	62.5%
LA MIRADA HIGH SCHOOL	LA MIRADA	25	19	76.0%	12	63.2%
LA PUENTE HIGH SCHOOL	LA PUENTE	30	29	96.7%	14	48.3%
LA QUINTA HIGH SCHOOL	WESTMINSTER	52	44	84.6%	38	86.4%
LA REINA HIGH SCHOOL	THOUSAND OAKS	22	20	90.9%	10	50.0%
LA SALLE HIGH SCHOOL	PASADENA	62	53	85.5%	38	71.7%
LA SERNA HIGH SCHOOL	WHITTIER	40	29	72.5%	19	65.5%
LA SIERRA ACADEMY	RIVERSIDE	3	2	66.7%	0	0.0%
LA SIERRA HIGH SCHOOL	RIVERSIDE	58	50	86.2%	31	62.0%
LAGUNA BEACH HIGH SCHOOL	LAGUNA BEACH	61	49	80.3%	29	59.2%
LAGUNA BLANCA SCHOOL	SANTA BARBARA	10	9	90.0%	3	33.3%
LAGUNA HILLS HIGH SCHOOL	LAGUNA HILLS	126	109	86.5%	56	51.4%
LAKEWOOD HIGH SCHOOL	LAKEWOOD	41	37	90.2%	19	51.4%
LAS LOMAS HIGH SCHOOL	WALNUT CREEK	74	66	89.2%	44	66.7%
LAS PLUMAS HIGH SCHOOL	OROVILLE	1	1	100.0%	1	100.0%
LASSEN HIGH SCHOOL	SUSANVILLE	6	5	83.3%	4	80.0%
LATON HIGH SCHOOL	LATON	1	1	100.0%	0	0.0%
LAUREL SPRINGS SCHOOL	OJAI	2	2	100.0%	2	100.0%
LAYTONVILLE HIGH SCHOOL	LAYTONVILLE	2	2	100.0%	0	0.0%
LE GRAND UNION HIGH SCHOOL	LE GRAND	6	6	100.0%	4	66.7%
LE LYCEE FRANCAIS	WEST LOS ANGELES	14	11	78.6%	5	45.5%
LEE VINING HIGH SCHOOL	LEE VINING	1	1	100.0%	0	0.0%
LEGGETT VALLEY SCHOOL	LEGGETT	1	1	100.0%	0	0.0%
LEIGH HIGH SCHOOL	SAN JOSE	54	44	81.5%	29	65.9%
LELAND HIGH SCHOOL	SAN JOSE	140	122	87.1%	74	60.7%
LEMOORE UNION HIGH SCHOOL	LEMOORE	20	19	95.0%	12	63.2%
LEUZINGER HIGH SCHOOL	LAWNDALE	29	25	86.2%	22	88.0%
LIBERTY BAPTIST SCHOOL	SAN JOSE	2	1	50.0%	0	0.0%
LIBERTY CHRISTIAN HIGH SCHOOL	REDDING	2	1	50.0%	0	0.0%
LIBERTY HIGH SCHOOL	BRENTWOOD	34	28	82.4%	15	53.6%
LICK WILMERDING HIGH SCHOOL	SAN FRANCISCO	75	71	94.7%	22	31.0%

LIGHTHOUSE SCHOOL THE	SANTA MONICA	1	1	100.0%	1	100.0%
LINCOLN HIGH SCHOOL	LINCOLN	14	11	78.6%	9	81.8%
LINCOLN HIGH SCHOOL	STOCKTON	81	72	88.9%	45	62.5%
LINCOLN PROFESSIONAL DEVEL ACA	SAN DIEGO	8	7	87.5%	6	85.7%
LINDEN HIGH SCHOOL	LINDEN	10	8	80.0%	4	50.0%
LINDHURST HIGH SCHOOL	OLIVEHURST	3	2	66.7%	0	0.0%
LINDSAY HIGH SCHOOL	LINDSAY	11	11	100.0%	5	45.5%
LINFIELD SCHOOL THE	TEMECULA	3	3	100.0%	3	100.0%
LITTLEROCK HIGH SCHOOL	LITTLEROCK	7	3	42.9%	2	66.7%
LIVE OAK HIGH SCHOOL	LIVE OAK	3	3	100.0%	1	33.3%
LIVE OAK HIGH SCHOOL	MORGAN HILL	73	66	90.4%	40	60.6%
LIVERMORE HIGH SCHOOL	LIVERMORE	48	43	89.6%	25	58.1%
LIVINGSTON HIGH SCHOOL	LIVINGSTON	25	21	84.0%	12	57.1%
LOARA HIGH SCHOOL	ANAHEIM	58	44	78.6%	29	65.9%
LOCKE SENIOR HIGH SCHOOL	LOS ANGELES	18	10	55.6%	5	50.0%
LODI ACADEMY	LODI	1	1	100.0%	1	100.0%
LODI HIGH SCHOOL	LODI	15	13	86.7%	6	46.2%
LOMA LINDA ACADEMY	LOMA LINDA	16	12	75.0%	4	33.3%
LOMPOC HIGH SCHOOL	LOMPOC	38	28	73.7%	11	39.3%
LONG BEACH POLYTECHNIC HIGH SC	LONG BEACH	186	162	87.1%	114	70.4%
LORETTO HIGH SCHOOL	SACRAMENTO	28	23	82.1%	15	65.2%
LOS ALAMITOS HIGH SCHOOL	LOS ALAMITOS	171	152	88.9%	86	56.6%
LOS ALTOS HIGH SCHOOL	HACIENDA HEIGHTS	74	63	85.1%	44	69.8%
LOS ALTOS HIGH SCHOOL	LOS ALTOS	101	89	88.1%	55	61.8%
LOS AMIGOS HIGH SCHOOL	FOUNTAIN VALLEY	44	35	79.5%	22	62.9%
LOS ANGELES BAPTIST HIGH SCH	NORTH HILLS	21	14	66.7%	8	57.1%
LOS ANGELES CENTER ENRCHD STDS	LOS ANGELES	86	66	75.6%	29	44.6%
LOS ANGELES CO HIGH SCH ARTS	LOS ANGELES	54	45	83.3%	21	46.7%
LOS ANGELES LUTHERAN JR-SR HS	SYLMAR	4	1	25.0%	1	100.0%
LOS ANGELES SENIOR HIGH SCHOOL	LOS ANGELES	49	40	81.6%	26	65.0%
LOS BANOS HIGH SCHOOL	LOS BANOS	25	21	84.0%	8	38.1%
LOS GATOS HIGH SCHOOL	LOS GATOS	126	107	84.9%	52	48.6%
LOS MOLINOS HIGH SCHOOL	LOS MOLINOS	3	3	100.0%	1	33.3%
LOUISVILLE HIGH SCHOOL	WOODLAND HILLS	44	34	77.3%	10	29.4%
LOWELL HIGH SCHOOL	SAN FRANCISCO	400	342	85.5%	238	69.6%
LOWER LAKE HIGH SCHOOL	LOWER LAKE	6	6	100.0%	4	66.7%
LOYALTON HIGH SCHOOL	LOYALTON	3	3	100.0%	1	33.3%
LOYOLA HIGH SCHOOL	LOS ANGELES	195	149	76.4%	74	49.7%
LUCERNE VALLEY HIGH SCHOOL	LUCERNE VALLEY	6	5	83.3%	2	40.0%
LUTHER BURBANK HIGH SCHOOL	SACRAMENTO	23	19	82.6%	10	52.6%
LUTHERAN HIGH SCH SAN DIEGO	SAN DIEGO	2	2	100.0%	1	50.0%
LUTHERAN HIGH SCHOOL	LA VERNE	3	1	33.3%	1	100.0%
LUTHERAN HIGH SCHOOL ORANGE CO	ORANGE	21	20	95.2%	10	50.0%
LYCEE FRANCAIS LA PEROUSE	SAN FRANCISCO	8	5	62.5%	4	80.0%
LYCEE INTERNATIONAL DE LOS ANG	PANORAMA CITY	3	1	33.3%	0	0.0%
LYNBROOK HIGH SCHOOL	SAN JOSE	149	137	91.9%	86	62.8%
LYNWOOD HIGH SCHOOL	LYNWOOD	47	37	78.7%	16	43.2%
MADERA HIGH SCHOOL	MADERA	45	41	91.1%	22	53.7%
MADISON EVENING HIGH	SAN DIEGO	1	1	100.0%	0	0.0%
MADISON HIGH SCHOOL	SAN DIEGO	29	20	69.0%	14	70.0%
MAGNOLIA HIGH SCHOOL	ANAHEIM	28	26	92.9%	17	65.4%
MALIBU HIGH SCHOOL	MALIBU	39	28	71.8%	15	53.6%
MAMMOTH HIGH SCHOOL	MAMMOTH LAKES	18	16	88.9%	9	56.3%
MANTECA HIGH SCHOOL	MANTECA	17	15	88.2%	9	60.0%
MANUAL ARTS SENIOR HIGH SCHOOL	LOS ANGELES	41	28	68.3%	15	53.6%
MANUAL ARTS-JEFF CMTY ADLT SCH	LOS ANGELES	1	0	0.0%	0	0.0%
MAR VISTA HIGH SCHOOL	IMPERIAL BEACH	10	7	70.0%	4	57.1%
MARANATHA CHRISTIAN ACADEMY	SACRAMENTO	1	1	100.0%	1	100.0%
MARANATHA HIGH SCHOOL	SIERRA MADRE	16	12	75.0%	5	41.7%
MARIAN CATHOLIC HIGH SCHOOL	SAN DIEGO	19	9	47.4%	4	44.4%
MARIN ACADEMY	SAN RAFAEL	50	44	88.0%	21	47.7%
MARIN CATHOLIC HS COLL PREP	KENTFIELD	62	51	82.3%	30	58.8%
MARINA HIGH SCHOOL	HUNTINGTON BEACH	90	76	84.4%	48	63.2%

MARIPOSA COUNTY HIGH SCHOOL	MARIPOSA	13	12	92.3%	6	50.0%
MARK KEPPEL HIGH SCHOOL	ALHAMBRA	93	76	81.7%	50	65.8%
MARLBOROUGH SCHOOL	LOS ANGELES	68	56	82.4%	17	30.4%
MARY STAR OF SEA HIGH SCHOOL	SAN PEDRO	11	10	90.9%	9	90.0%
MARYMOUNT HIGH SCHOOL	LOS ANGELES	47	36	76.6%	12	33.3%
MARYSVILLE HIGH SCHOOL	MARYSVILLE	11	10	90.9%	7	70.0%
MARYWOOD HIGH SCHOOL	ORANGE	1	0	0.0%	0	0.0%
MATER DEI HIGH SCHOOL	SANTA ANA	184	136	73.9%	88	64.7%
MATTOLE TRIPLE JUNCTION HS	PETROLIA	2	1	50.0%	0	0.0%
MAXWELL HIGH SCHOOL	MAXWELL	3	2	66.7%	1	50.0%
MAYBECK HIGH SCHOOL	BERKELEY	12	9	75.0%	5	55.6%
MAYFAIR HIGH SCHOOL	LAKEWOOD	17	16	94.1%	11	68.8%
MAYFIELD SENIOR SCHOOL	PASADENA	36	28	77.8%	7	25.0%
MC FARLAND HIGH SCHOOL	MCFARLAND	2	1	50.0%	0	0.0%
MCCLOUD HIGH SCHOOL	MCCLOUD	3	2	66.7%	1	50.0%
MCCLYMONDS HIGH SCHOOL	OAKLAND	6	2	33.3%	1	50.0%
MCKINLEYVILLE HIGH SCHOOL	MCKINLEYVILLE	12	12	100.0%	6	50.0%
MCLANE HIGH SCHOOL	FRESNO	25	19	76.0%	8	42.1%
MENDOCINO COMMUNITY HIGH SCH	MENDOCINO	3	3	100.0%	2	66.7%
MENDOCINO HIGH SCHOOL	MENDOCINO	12	11	91.7%	6	54.5%
MENDOTA HIGH SCHOOL	MENDOTA	9	8	88.9%	2	25.0%
MENLO ATHERTON HIGH SCHOOL	ATHERTON	101	94	93.1%	40	42.6%
MENLO SCHOOL	ATHERTON	80	70	87.5%	21	30.0%
MERCED HIGH SCHOOL NORTH	MERCED	45	39	86.7%	22	56.4%
MERCY HIGH SCHOOL	BURLINGAME	16	8	50.0%	2	25.0%
MERCY HIGH SCHOOL	RED BLUFF	7	6	85.7%	3	50.0%
MERCY HIGH SCHOOL	SAN FRANCISCO	28	23	82.1%	15	65.2%
MERRILL F WEST HIGH SCHOOL	TRACY	16	14	87.5%	7	50.0%
MESA GRANDE ACADEMY	CALIMESA	1	1	100.0%	1	100.0%
MESA VERDE HIGH SCHOOL	CITRUS HEIGHTS	2	1	50.0%	1	100.0%
MESQUITE HIGH SCHOOL	RIDGECREST	1	1	100.0%	1	100.0%
MIDDLE COLLEGE HIGH SCHOOL	LOS ANGELES	5	4	80.0%	3	75.0%
MIDDLE COLLEGE HIGH SCHOOL	SAN PABLO	4	3	75.0%	2	66.7%
MIDDLETOWN HIGH SCHOOL	MIDDLETOWN	7	4	57.1%	3	75.0%
MIDLAND SCHOOL	LOS OLIVOS	11	6	54.5%	1	16.7%
MID-PENINSULA HIGH SCHOOL	PALO ALTO	4	2	50.0%	0	0.0%
MILKEN COMMUNITY HIGH SCHOOL	LOS ANGELES	31	27	87.1%	16	59.3%
MILLS HIGH SCHOOL	MILLBRAE	133	117	88.0%	68	58.1%
MILPITAS HIGH SCHOOL	MILPITAS	81	72	88.9%	46	63.9%
MIRA COSTA HIGH SCHOOL	MANHATTAN BEACH	118	96	81.4%	49	51.0%
MIRA LOMA HIGH SCHOOL	SACRAMENTO	40	30	75.0%	17	56.7%
MIRA MESA HIGH SCHOOL	SAN DIEGO	107	85	79.4%	56	65.9%
MIRAMONTE HIGH SCHOOL	ORINDA	128	109	85.2%	51	46.8%
MISSION BAY HIGH SCHOOL	SAN DIEGO	48	32	66.7%	23	71.9%
MISSION COLLEGE PREP HIGH SCH	SAN LUIS OBISPO	14	13	92.9%	9	69.2%
MISSION SAN JOSE HIGH SCHOOL	FREMONT	208	190	91.3%	120	63.2%
MISSION SENIOR HIGH SCHOOL	SAN FRANCISCO	32	25	78.1%	15	60.0%
MISSION VIEJO HIGH SCHOOL	MISSION VIEJO	83	71	85.5%	39	54.9%
MODESTO ADVENTIST ACADEMY	MODESTO	1	0	0.0%	0	0.0%
MODESTO HIGH SCHOOL	MODESTO	27	22	81.5%	13	59.1%
MOJAVE HIGH SCHOOL	MOJAVE	3	3	100.0%	2	66.7%
MONACHE HIGH SCHOOL	PORTERVILLE	24	23	95.8%	11	47.8%
MONROVIA HIGH SCHOOL	MONROVIA	25	21	84.0%	16	76.2%
MONTA VISTA HIGH SCHOOL	CUPERTINO	208	185	88.9%	121	65.4%
MONTCLAIR COLLEGE PREP SCHOOL	VAN NUYS	60	52	86.7%	26	50.0%
MONTCLAIR HIGH SCHOOL	MONTCLAIR	31	28	90.3%	21	75.0%
MONTE VISTA CHRISTIAN HIGH SCH	WATSONVILLE	23	16	69.6%	10	62.5%
MONTE VISTA HIGH SCHOOL	DANVILLE	195	162	83.1%	94	58.0%
MONTE VISTA HIGH SCHOOL	SPRING VALLEY	39	36	92.3%	24	66.7%
MONTEBELLO HIGH SCHOOL	MONTEBELLO	35	23	65.7%	17	73.9%
MONTEREY BAY ACADEMY	LA SELVA BEACH	3	2	66.7%	1	50.0%
MONTEREY HIGH SCHOOL	MONTEREY	27	20	74.1%	13	65.0%
MONTGOMERY HIGH SCHOOL	SAN DIEGO	31	26	83.9%	21	80.8%

BEST COPY AVAILABLE

MONTGOMERY HIGH SCHOOL	SANTA ROSA	66	57	83.8%	33	57.9%
MOORPARK HIGH SCHOOL	MOORPARK	43	31	72.1%	21	67.7%
MOREAU CATHOLIC HIGH SCHOOL	HAYWARD	82	71	86.6%	46	64.8%
MORENO VALLEY HIGH SCHOOL	MORENO VALLEY	35	26	74.3%	21	80.8%
MORNINGSIDE HIGH SCHOOL	INGLEWOOD	9	4	44.4%	3	75.0%
MORRO BAY HIGH SCHOOL	MORRO BAY	17	14	82.4%	6	42.9%
MOUNT CARMEL HIGH SCHOOL	SAN DIEGO	164	138	84.1%	83	60.1%
MOUNT DIABLO HIGH SCHOOL	CONCORD	19	17	89.5%	11	64.7%
MOUNT EDEN HIGH SCHOOL	HAYWARD	67	59	88.1%	34	57.6%
MOUNT MADONNA SCHOOL	WATSONVILLE	11	11	100.0%	7	63.6%
MOUNT MIGUEL HIGH SCHOOL	SPRING VALLEY	14	9	64.3%	5	55.6%
MOUNT PLEASANT HIGH SCHOOL	SAN JOSE	45	42	93.3%	19	45.2%
MOUNT SHASTA HIGH SCHOOL	MOUNT SHASTA	3	3	100.0%	1	33.3%
MOUNT WHITNEY HIGH SCHOOL	VISALIA	36	34	94.4%	21	61.8%
MOUNTAIN EMPIRE HIGH SCHOOL	PINE VALLEY	9	9	100.0%	6	66.7%
MOUNTAIN VIEW ACADEMY	MOUNTAIN VIEW	5	3	60.0%	2	66.7%
MOUNTAIN VIEW HIGH SCHOOL	EL MONTE	32	25	78.1%	19	76.0%
MOUNTAIN VIEW HIGH SCHOOL	MOUNTAIN VIEW	91	82	90.1%	49	59.8%
MOUNTAIN VIEW HIGH SCHOOL	OJAI	2	2	100.0%	1	50.0%
MURRIETA VALLEY HIGH SCHOOL	MURRIETA	42	36	85.7%	24	66.7%
NAPA HIGH SCHOOL	NAPA	38	30	78.9%	17	56.7%
NARBONNE HIGH SCHOOL	HARBOR CITY	66	56	84.8%	36	64.3%
NEEDLES HIGH SCHOOL	NEEDLES	2	2	100.0%	2	100.0%
NEVADA UNION HIGH SCHOOL	GRASS VALLEY	53	48	90.6%	27	56.3%
NEW LIFE ACADEMY	SAN DIEGO	1	1	100.0%	1	100.0%
NEWARK MEMORIAL HIGH SCHOOL	NEWARK	36	29	80.6%	14	48.3%
NEWBRIDGE SCHOOL	SANTA MONICA	3	2	66.7%	1	50.0%
NEWBURY PARK ADVENTIST ACAD	NEWBURY PARK	1	0	0.0%	0	0.0%
NEWBURY PARK HIGH SCHOOL	NEWBURY PARK	61	51	83.6%	23	45.1%
NEWPORT HARBOR HIGH SCHOOL	NEWPORT BEACH	64	42	65.6%	27	64.3%
NOGALES HIGH SCHOOL	LA PUENTE	45	37	82.2%	29	78.4%
NORCO SENIOR HIGH SCHOOL	NORCO	34	27	79.4%	18	66.7%
NORDHOFF HIGH SCHOOL	OJAI	42	37	88.1%	26	70.3%
NORTE VISTA SENIOR HIGH SCHOOL	RIVERSIDE	25	19	76.0%	14	73.7%
NORTH AMERICAN ACADEMIES	FRENCH GULCH	1	0	0.0%	0	0.0%
NORTH BAY MARIN SCHOOL	MILL VALLEY	1	1	100.0%	0	0.0%
NORTH BAY ORINDA SCHOOL	ORINDA	3	3	100.0%	2	66.7%
NORTH HIGH SCHOOL	BAKERSFIELD	5	3	60.0%	1	33.3%
NORTH HIGH SCHOOL	TORRANCE	112	103	92.0%	69	67.0%
NORTH HILLS PREP SCHOOL	NORTH HILLS	1	1	100.0%	1	100.0%
NORTH HOLLYWOOD HIGH SCHOOL	NORTH HOLLYWOOD	122	110	90.2%	73	66.4%
NORTH MONTEREY COUNTY HIGH SCH	CASTROVILLE	34	29	85.3%	15	51.7%
NORTH PARK CONTINUATION H S	BALDWIN PARK	1	0	0.0%	0	0.0%
NORTH SALINAS HIGH SCHOOL	SALINAS	19	15	78.9%	6	40.0%
NORTH TAHOE HIGH SCHOOL	TAHOE CITY	12	8	66.7%	8	100.0%
NORTHGATE HIGH SCHOOL	WALNUT CREEK	152	128	84.2%	89	69.5%
NORTHVIEW HIGH SCHOOL	COVINA	27	24	88.9%	16	66.7%
NORWALK HIGH SCHOOL	NORWALK	17	13	76.5%	8	61.5%
NOTRE DAME ACADEMY	LOS ANGELES	56	46	82.1%	15	32.6%
NOTRE DAME HIGH SCHOOL	BELMONT	46	31	67.4%	13	41.9%
NOTRE DAME HIGH SCHOOL	RIVERSIDE	35	30	85.7%	24	80.0%
NOTRE DAME HIGH SCHOOL	SALINAS	22	19	86.4%	12	63.2%
NOTRE DAME HIGH SCHOOL	SAN JOSE	32	28	87.5%	10	35.7%
NOTRE DAME HIGH SCHOOL	SHERMAN OAKS	109	74	67.9%	46	62.2%
NOVA CENTER	NOVATO	1	1	100.0%	1	100.0%
NOVATO HIGH SCHOOL	NOVATO	52	39	75.0%	15	38.5%
OAK GROVE HIGH SCHOOL	SAN JOSE	56	48	85.7%	32	66.7%
OAK GROVE SCHOOL	OJAI	6	5	83.3%	1	20.0%
OAK MEADOW SCHOOL	OJAI	1	1	100.0%	1	100.0%
OAK PARK HIGH SCHOOL	AGOURA	46	36	78.3%	27	75.0%
OAK RIDGE HIGH SCHOOL	EL DORADO HILLS	43	38	88.4%	25	65.8%
OAK VALLEY CHRISTIAN SCHOOL	OAKDALE	1	1	100.0%	0	0.0%
OAKDALE HIGH SCHOOL	OAKDALE	19	17	89.5%	9	52.9%

OAKLAND HIGH SCHOOL	OAKLAND	78	67	85.9%	48	71.6%
OAKLAND TECHNICAL HIGH SCHOOL	OAKLAND	47	36	76.6%	20	55.6%
OAKMONT HIGH SCHOOL	ROSEVILLE	80	63	78.8%	39	61.9%
OAKWOOD SCHOOL	NORTH HOLLYWOOD	36	33	91.7%	10	30.3%
OCEAN SHORES HIGH SCHOOL	OCEANSIDE	2	2	100.0%	0	0.0%
OCEAN VIEW HIGH SCHOOL	HUNTINGTON BEACH	58	50	89.3%	37	74.0%
OCEANA HIGH SCHOOL	PACIFICA	20	14	70.0%	6	42.9%
OCEANSIDE HIGH SCHOOL	OCEANSIDE	15	11	73.3%	4	36.4%
OJAI VALLEY	OJAI	5	3	60.0%	1	33.3%
OJAI VALLEY SCHOOL	OJAI	3	0	0.0%	0	0.0%
ONTARIO CHRISTIAN HIGH SCHOOL	ONTARIO	5	5	100.0%	2	40.0%
ONTARIO HIGH SCHOOL	ONTARIO	30	27	90.0%	13	48.1%
ORANGE GLEN HIGH SCHOOL	ESCONDIDO	59	49	83.1%	25	51.0%
ORANGE HIGH SCHOOL	ORANGE	31	26	83.9%	22	84.6%
ORANGEWOOD ADVENTIST ACADEMY	GARDEN GROVE	3	1	33.3%	0	0.0%
ORESTIMBA HIGH SCHOOL	NEWMAN	7	4	57.1%	1	25.0%
ORLAND HIGH SCHOOL	ORLAND	12	11	91.7%	6	54.5%
OROSI HIGH SCHOOL	OROSI	2	2	100.0%	1	50.0%
OROVILLE HIGH SCHOOL	OROVILLE	5	5	100.0%	4	80.0%
OUR LADY OF THE DESERT	YUCCA VALLEY	1	1	100.0%	0	0.0%
OUR LADY OF VICTORY SCHOOL	MISSION HILLS	1	1	100.0%	1	100.0%
OXNARD HIGH SCHOOL	OXNARD	50	38	76.0%	26	68.4%
PACIFIC CHRISTIAN HIGH SCHOOL	LOS ANGELES	7	5	71.4%	2	40.0%
PACIFIC GROVE HIGH SCHOOL	PACIFIC GROVE	28	27	96.4%	15	55.6%
PACIFIC HIGH SCHOOL	SAN BERNARDINO	41	34	82.9%	20	58.8%
PACIFIC HILLS SCHOOL	LOS ANGELES	11	8	72.7%	5	62.5%
PACIFIC HORIZONS HIGH SCHOOL	STOCKTON	1	1	100.0%	1	100.0%
PACIFIC SHORES PRIVATE HS	MISSION VIEJO	1	1	100.0%	0	0.0%
PACIFIC VALLEY HIGH SCHOOL	BIG SUR	1	0	0.0%	0	0.0%
PACIFICA HIGH SCHOOL	GARDEN GROVE	36	32	88.9%	24	75.0%
PALISADES CHARTER HIGH SCHOOL	PACIFIC PALISADE	5	5	100.0%	2	40.0%
PALISADES HIGH SCHOOL	CALISTOGA	1	0	0.0%	0	0.0%
PALISADES HIGH SCHOOL	PACIFIC PALISADE	88	70	79.5%	46	65.7%
PALM DESERT HIGH SCHOOL	PALM DESERT	65	51	78.5%	29	56.9%
PALM SPRINGS CHRISTIAN HIGH SC	DESERT HOT SPGS	1	0	0.0%	0	0.0%
PALM SPRINGS HIGH SCHOOL	PALM SPRINGS	41	32	78.0%	14	43.8%
PALM VALLEY SCHOOL	RANCHO MIRAGE	5	5	100.0%	2	40.0%
PALMA HIGH SCHOOL	SALINAS	24	20	83.3%	9	45.0%
PALMDALE HIGH SCHOOL	PALMDALE	23	18	78.3%	13	72.2%
PALO ALTO PREPARATORY SCHOOL	PALO ALTO	2	1	50.0%	1	100.0%
PALO ALTO SENIOR HIGH SCHOOL	PALO ALTO	155	144	92.9%	70	48.6%
PALO VERDE HIGH SCHOOL	BLYTHE	15	12	80.0%	8	66.7%
PALOMA VALLEY HIGH SCHOOL	MENIFEE	4	2	50.0%	2	100.0%
PALOS VERDES PENINSULA H S	ROLLING HILLS ESTAT	324	265	81.8%	165	62.3%
PARACLETE HIGH SCHOOL	LANCASTER	23	20	87.0%	12	60.0%
PARADISE HIGH SCHOOL	PARADISE	16	14	87.5%	11	78.6%
PARAMOUNT HIGH SCHOOL	PARAMOUNT	30	22	73.3%	9	40.9%
PARLIER HIGH SCHOOL	PARLIER	8	7	87.5%	5	71.4%
PASADENA HIGH SCHOOL	PASADENA	54	41	75.9%	23	56.1%
PASO ROBLES HIGH SCHOOL	PASO ROBLES	27	23	85.2%	15	65.2%
PATRICK HENRY HIGH SCHOOL	SAN DIEGO	106	90	84.9%	53	58.9%
PATTEN ACADEMY OF CHRSTN EDUC	OAKLAND	2	1	50.0%	1	100.0%
PATTERSON HIGH SCHOOL	PATTERSON	8	7	87.5%	2	28.6%
PELLETIER HIGH	LOS ANGELES	1	0	0.0%	0	0.0%
PENINSULA HIGH SCHOOL	SAN BRUNO	1	1	100.0%	1	100.0%
PERRIS HIGH	PERRIS	27	25	92.6%	14	56.0%
PESCADERO HIGH SCHOOL	PESCADERO	2	2	100.0%	2	100.0%
PETALUMA HIGH SCHOOL	PETALUMA	48	39	81.3%	23	59.0%
PHILLIP & SALA BURTON ACAD HS	SAN FRANCISCO	93	57	61.3%	37	64.9%
PHINEAS BANNING HIGH SCHOOL	WILMINGTON	54	45	83.3%	24	53.3%
PHOENIX HIGH SCHOOL	SUNNYVALE	2	2	100.0%	1	50.0%
PIEDMONT HIGH SCHOOL	PIEDMONT	95	82	86.3%	37	45.1%
PIEDMONT HILLS HIGH SCHOOL	SAN JOSE	81	65	80.2%	36	55.4%

BEST COPY AVAILABLE

PIERCE HIGH SCHOOL	ARBUCKLE	2	1	50.0%	0	0.0%
PILGRIM CHRISTIAN SCHOOL	MAYWOOD	2	1	50.0%	1	100.0%
PILGRIM DAY SCHOOL	LOS ANGELES	26	21	80.8%	5	23.8%
PINER HIGH SCHOOL	SANTA ROSA	31	28	83.9%	17	65.4%
PINEWOOD SCHOOL	LOS ALTOS HILLS	27	27	100.0%	13	48.1%
PINOLE VALLEY HIGH SCHOOL	PINOLE	99	87	87.9%	60	69.0%
PIONEER HIGH SCHOOL	SAN JOSE	43	37	86.0%	18	48.6%
PIONEER HIGH SCHOOL	WHITTIER	29	23	79.3%	13	56.5%
PITTSBURG SR HIGH SCHOOL NORTH	PITTSBURG	27	23	85.2%	14	60.9%
PIUS X/ST MATTHIAS HIGH SCH	DOWNEY	9	6	66.7%	3	50.0%
PLACER HIGH SCHOOL	AUBURN	48	44	91.7%	24	54.5%
PLAZA ROBLES HIGH SCHOOL	STOCKTON	1	0	0.0%	0	0.0%
PLEASANT VALLEY SR HIGH SCHOOL	CHICO	35	29	82.9%	17	58.6%
POINT ARENA JOINT UNION HIGH S	POINT ARENA	7	7	100.0%	5	71.4%
POINT LOMA HIGH SCHOOL	SAN DIEGO	84	72	85.7%	47	65.3%
POLYTECHNIC SCHOOL	PASADENA	62	57	91.9%	10	17.5%
POMONA CATHOLIC HIGH SCHOOL	POMONA	9	6	66.7%	2	33.3%
POMONA HIGH SCHOOL	POMONA	24	21	87.5%	10	47.6%
PONDEROSA HIGH SCHOOL	SHINGLE SPRINGS	40	32	80.0%	15	46.9%
PORTERVILLE HIGH SCHOOL	PORTERVILLE	19	17	89.5%	8	47.1%
PORTOLA HIGH SCHOOL	PORTOLA	6	6	100.0%	5	83.3%
POSEIDON SCHOOL INC	LOS ANGELES	1	1	100.0%	0	0.0%
POTTER VALLEY HIGH SCHOOL	POTTER VALLEY	4	2	50.0%	0	0.0%
POWAY CHRISTIAN SCHOOL	POWAY	1	1	100.0%	0	0.0%
POWAY HIGH SCHOOL	POWAY	134	117	87.3%	69	59.0%
PRAISE TEMPLE ACADEMY	LONG BEACH	2	2	100.0%	1	50.0%
PRESENTATION HIGH SCHOOL	SAN FRANCISCO	1	1	100.0%	0	0.0%
PRESENTATION HIGH SCHOOL	SAN JOSE	51	43	84.3%	16	37.2%
PRESTON SCHOOL OF INDUSTRY	IONE	1	1	100.0%	0	0.0%
PRINCETON COLLEGE PREPARTORY	VAN NUYS	4	2	50.0%	1	50.0%
PROSPECT HIGH SCHOOL	SARATOGA	42	27	64.3%	17	63.0%
PROVIDENCE HIGH SCHOOL	BURBANK	38	30	78.9%	21	70.0%
QUARTZ HILL HIGH SCHOOL	QUARTZ HILL	40	35	87.5%	21	60.0%
QUEEN OF ANGELS ACADEMY	COMPTON	6	4	66.7%	1	25.0%
QUINCY SENIOR HIGH SCHOOL	QUINCY	9	8	88.9%	2	25.0%
RAMONA CONVENT SECONDARY SCH	ALHAMBRA	66	40	60.6%	29	72.5%
RAMONA HIGH SCHOOL	RAMONA	30	27	90.0%	16	59.3%
RAMONA HIGH SCHOOL	RIVERSIDE	35	25	71.4%	17	68.0%
RANCHO ALAMITOS HIGH SCHOOL	GARDEN GROVE	33	23	69.7%	19	82.6%
RANCHO BERNARDO HIGH SCHOOL	SAN DIEGO	188	143	76.1%	88	61.5%
RANCHO BUENA VISTA HIGH SCHOOL	VISTA	104	81	77.9%	54	66.7%
RANCHO COTATE HIGH SCHOOL	ROHNERT PARK	17	15	88.2%	9	60.0%
RANCHO CUCAMONGA HIGH SCHOOL	RANCHO CUCAMONGA	71	57	80.3%	32	56.1%
RANCHO VERDE HIGH SCHOOL	MORENO VALLEY	29	22	75.9%	15	68.2%
RAOUL WALLENBERG TRADTNL HS	SAN FRANCISCO	73	62	84.9%	30	48.4%
RED BLUFF JOINT UNION HIGH SCH	RED BLUFF	21	19	90.5%	11	57.9%
REDLANDS HIGH SCHOOL	REDLANDS	147	131	89.1%	81	61.8%
REDONDO UNION HIGH SCHOOL	REDONDO BEACH	74	58	78.4%	37	63.8%
REDWOOD CHRISTIAN HIGH SCHOOL	SAN LEANDRO	9	7	77.8%	5	71.4%
REDWOOD HIGH SCHOOL	LARKSPUR	107	88	82.2%	48	54.5%
REDWOOD HIGH SCHOOL	VISALIA	31	27	87.1%	14	51.9%
REEDLEY HIGH SCHOOL	REEDLEY	26	24	92.3%	15	62.5%
RESEDA HIGH SCHOOL	RESEDA	41	29	70.7%	15	51.7%
RIALTO HIGH SCHOOL	RIALTO	34	25	73.5%	13	52.0%
RIBET ACADEMY	LOS ANGELES	5	4	80.0%	3	75.0%
RICHMOND HIGH SCHOOL	RICHMOND	15	12	80.0%	3	25.0%
RIM OF THE WORLD HIGH SCHOOL	LAKE ARROWHEAD	31	29	93.5%	14	48.3%
RINCON VALLEY CHRISTIAN SCHOOL	SANTA ROSA	1	1	100.0%	1	100.0%
RIO AMERICANO HIGH SCHOOL	SACRAMENTO	115	99	86.1%	56	56.6%
RIO HONDO PREP SCHOOL	ARCADIA	1	0	0.0%	0	0.0%
RIO LINDA SENIOR HIGH SCHOOL	RIO LINDA	4	3	75.0%	0	0.0%
RIO LINDO ACADEMY	HEALDSBURG	1	1	100.0%	1	100.0%
RIO MESA HIGH SCHOOL	OXNARD	66	50	75.8%	30	60.0%

RIO VISTA HIGH SCHOOL	RIO VISTA	11	8	72.7%	5	62.5%
RIPON HIGH SCHOOL	RIPON	5	4	80.0%	2	50.0%
RIVER CITY HIGH SCHOOL	WEST SACRAMENTO	9	7	77.8%	6	85.7%
RIVERBANK HIGH SCHOOL	RIVERBANK	3	2	66.7%	2	100.0%
RIVERDALE HIGH SCHOOL	RIVERDALE	5	5	100.0%	3	60.0%
RIVERSIDE POLY HIGH SCHOOL	RIVERSIDE	106	92	86.8%	62	67.4%
ROBERT A MILLIKAN HIGH SCHOOL	LONG BEACH	33	26	78.8%	19	73.1%
ROBERT L STEVENSON SCHOOL	PEBBLE BEACH	73	58	79.5%	21	36.2%
ROLLING HILLS PREP SCHOOL	PALOS VERDES EST	12	9	75.0%	6	66.7%
ROSAMOND HIGH SCHOOL	ROSAMOND	6	6	100.0%	5	83.3%
ROSARY HIGH SCHOOL	FULLERTON	45	37	82.2%	11	29.7%
ROSE & ALEX PILIBOS ARMENIAN S	LOS ANGELES	6	1	16.7%	0	0.0%
ROSEMEAD HIGH SCHOOL	ROSEMEAD	71	66	93.0%	50	75.8%
ROSEVILLE HIGH SCHOOL	ROSEVILLE	25	20	80.0%	9	45.0%
ROUND VALLEY HIGH SCHOOL	COVELO	4	4	100.0%	1	25.0%
ROYAL HIGH SCHOOL	SIMI VALLEY	87	74	85.1%	40	54.1%
RUBEN S AYALA SR HIGH SCHOOL	CHINO	86	74	86.0%	48	64.9%
RUBIDOUX HIGH SCHOOL	RIVERSIDE	51	39	76.5%	26	66.7%
S R MARTIN COLLEGE PREP SCHOOL	SAN FRANCISCO	1	0	0.0%	0	0.0%
SACRAMENTO ADVENTIST ACADEMY	CARMICHAEL	2	2	100.0%	0	0.0%
SACRAMENTO COUNTRY DAY SCHOOL	SACRAMENTO	13	12	92.3%	6	50.0%
SACRAMENTO HIGH SCHOOL	SACRAMENTO	34	28	82.4%	16	57.1%
SACRAMENTO LUTHERAN HIGH SCH	SACRAMENTO	1	1	100.0%	1	100.0%
SACRAMENTO WALDORF SCHOOL	FAIR OAKS	7	6	85.7%	2	33.3%
SACRED HEART HIGH SCHOOL	LOS ANGELES	17	11	64.7%	6	54.5%
SACRED HEART PREPARATORY	ATHERTON	48	38	79.2%	17	44.7%
SACRED HEART-CATHEDRAL PREP	SAN FRANCISCO	120	91	75.8%	62	68.1%
SADDLEBACK HIGH SCHOOL	SANTA ANA	56	50	89.3%	30	60.0%
SAINT ANTHONY HIGH SCHOOL	LONG BEACH	6	5	83.3%	2	40.0%
SAINT AUGUSTINE HIGH SCHOOL	SAN DIEGO	42	33	78.6%	19	57.6%
SAINT BERNARD CATHOLIC HIGH SC	PLAYA DEL REY	68	36	52.9%	22	61.1%
SAINT BERNARD HIGH SCHOOL	EUREKA	2	2	100.0%	0	0.0%
SAINT BONAVENTURE HIGH SCHOOL	VENTURA	34	28	82.4%	12	42.9%
SAINT ELIZABETH HIGH SCHOOL	OAKLAND	7	7	100.0%	0	0.0%
SAINT FRANCIS HIGH SCHOOL	LA CANADA	55	42	76.4%	20	47.6%
SAINT FRANCIS HIGH SCHOOL	MOUNTAIN VIEW	156	131	84.0%	65	49.6%
SAINT FRANCIS HIGH SCHOOL	SACRAMENTO	72	58	80.6%	29	50.0%
SAINT GENEVIEVE HIGH SCHOOL	PANORAMA CITY	21	13	61.9%	6	46.2%
SAINT HELENA HIGH SCHOOL	ST HELENA	22	18	81.8%	12	66.7%
SAINT IGNATIUS COLLEGE PREP	SAN FRANCISCO	230	197	85.7%	100	50.8%
SAINT JOHN BOSCO HIGH SCHOOL	BELLFLOWER	61	45	73.8%	26	57.8%
SAINT JOSEPH HIGH SCHOOL	LAKEWOOD	68	54	79.4%	29	53.7%
SAINT JOSEPH HIGH SCHOOL	SANTA MARIA	24	23	95.8%	15	65.2%
SAINT JOSEPH-NOTRE DAME HIGH S	ALAMEDA	32	24	75.0%	18	75.0%
SAINT LAWRENCE ACADEMY	SANTA CLARA	13	7	53.8%	5	71.4%
SAINT LUCY'S PRIORY HIGH SCH	GLENDORA	91	79	86.8%	35	44.3%
SAINT MARGARETS EPISCOPAL SCH	SAN JUAN CAPISTRANO	21	12	57.1%	4	33.3%
SAINT MARYS ACADEMY	INGLEWOOD	18	11	61.1%	3	27.3%
SAINT MARYS HIGH SCHOOL	STOCKTON	53	44	83.0%	19	43.2%
SAINT MATTHIAS CATHOLIC GRLS H	DOWNEY	9	5	55.6%	3	60.0%
SAINT MICHAELS COLL PREP HS	SILVERADO	7	3	42.9%	0	0.0%
SAINT MONICA CATHOLIC HIGH SCH	SANTA MONICA	39	24	61.5%	18	75.0%
SAINT PATRICK-SAINT VINCENT HS	VALLEJO	42	29	69.0%	17	58.6%
SAINT PAUL HIGH SCHOOL	SANTA FE SPRINGS	29	19	65.5%	9	47.4%
SAINT VINCENT HIGH SCHOOL	PETALUMA	18	17	94.4%	12	70.6%
SALESIAN HIGH SCHOOL	RICHMOND	30	25	83.3%	19	76.0%
SALINAS HIGH SCHOOL	SALINAS	54	50	92.6%	27	54.0%
SAMUEL F B MORSE HIGH SCHOOL	SAN DIEGO	66	51	77.3%	43	84.3%
SAN BENITO COUNTY EVENING HIGH	HOLLISTER	3	3	100.0%	1	33.3%
SAN BENITO HIGH SCHOOL	HOLLISTER	35	30	85.7%	18	60.0%
SAN BERNARDINO HIGH SCHOOL	SAN BERNARDINO	28	27	96.4%	16	59.3%
SAN CLEMENTE HIGH SCHOOL	SAN CLEMENTE	76	64	84.2%	34	53.1%
SAN DIEGO ACADEMY	NATIONAL CITY	1	0	0.0%	0	0.0%

BEST COPY AVAILABLE

SAN DIEGO HIGH SCHOOL	SAN DIEGO	62	51	82.3%	26	51.0%
SAN DIEGO SCH CREATVE PERF ART	SAN DIEGO	44	37	84.1%	19	51.4%
SAN DIEGUITO HIGH SCHOOL ACAD	ENCINITAS	176	152	86.4%	91	59.9%
SAN DIMAS HIGH SCHOOL	SAN DIMAS	44	38	86.4%	27	71.1%
SAN DOMENICO SCHOOL	SAN ANSELMO	16	16	100.0%	8	50.0%
SAN FERNANDO HIGH SCHOOL	SAN FERNANDO	52	38	73.1%	23	60.5%
SAN FERNANDO VALLEY ACADEMY	NORTHRIDGE	1	0	0.0%	0	0.0%
SAN FRANCISCO CHRISTIAN SCHOOL	SAN FRANCISCO	6	2	33.3%	1	50.0%
SAN FRANCISCO UNIVERSITY H S	SAN FRANCISCO	90	84	93.3%	24	28.6%
SAN GABRIEL ACADEMY	SAN GABRIEL	5	4	80.0%	2	50.0%
SAN GABRIEL HIGH SCHOOL	SAN GABRIEL	114	90	78.9%	65	72.2%
SAN GABRIEL MISSION HIGH SCH	SAN GABRIEL	30	23	76.7%	15	65.2%
SAN GORGONIO HIGH SCHOOL	SAN BERNARDINO	39	34	87.2%	24	70.6%
SAN HEDRIN HIGH SCHOOL	WILLITS	1	1	100.0%	1	100.0%
SAN JACINTO HIGH SCHOOL	SAN JACINTO	7	6	85.7%	3	50.0%
SAN JOAQUIN MEMORIAL HIGH SCH	FRESNO	43	36	83.7%	18	50.0%
SAN JOSE HIGH ACADEMY	SAN JOSE	12	10	83.3%	8	80.0%
SAN JUAN HIGH SCHOOL	CITRUS HEIGHTS	11	10	90.9%	6	60.0%
SAN LEANDRO HIGH SCHOOL	SAN LEANDRO	60	49	81.7%	33	67.3%
SAN LORENZO HIGH SCHOOL	SAN LORENZO	28	20	71.4%	13	65.0%
SAN LORENZO VALLEY HIGH SCHOOL	FELTON	31	27	87.1%	10	37.0%
SAN LUIS OBISPO HIGH SCHOOL	SAN LUIS OBISPO	49	45	91.8%	24	53.3%
SAN MARCOS HIGH SCHOOL	SAN MARCOS	41	38	92.7%	22	57.9%
SAN MARCOS HIGH SCHOOL	SANTA BARBARA	81	76	93.8%	37	48.7%
SAN MARIN HIGH SCHOOL	NOVATO	46	40	87.0%	29	72.5%
SAN MARINO HIGH SCHOOL	SAN MARINO	171	151	88.3%	88	58.3%
SAN MATEO HIGH SCHOOL	SAN MATEO	87	78	87.4%	41	53.9%
SAN PASQUAL HIGH SCHOOL	ESCONDIDO	65	57	87.7%	26	45.6%
SAN PEDRO CMTY ADULT SCHOOL	SAN PEDRO	1	0	0.0%	0	0.0%
SAN PEDRO HIGH SCHOOL	SAN PEDRO	48	33	68.8%	18	54.5%
SAN RAFAEL HIGH SCHOOL	SAN RAFAEL	58	53	91.4%	28	52.8%
SAN RAMON VALLEY HIGH SCHOOL	DANVILLE	99	83	83.8%	45	54.2%
SANGER HIGH SCHOOL	SANGER	24	19	79.2%	9	47.4%
SANTA ANA HIGH SCHOOL	SANTA ANA	23	18	78.3%	11	61.1%
SANTA BARBARA SR HIGH SCHOOL	SANTA BARBARA	102	90	88.2%	50	55.6%
SANTA CATALINA SCHOOL	MONTEREY	30	25	83.3%	9	36.0%
SANTA CLARA HIGH SCHOOL	OXNARD	15	12	80.0%	8	66.7%
SANTA CLARA HIGH SCHOOL	SANTA CLARA	37	30	81.1%	18	60.0%
SANTA CRUZ HIGH SCHOOL	SANTA CRUZ	63	54	85.7%	37	68.5%
SANTA FE CHRISTIAN SCHOOL	SOLANA BEACH	9	7	77.8%	3	42.9%
SANTA FE HIGH SCHOOL	SANTA FE SPRINGS	30	26	86.7%	16	61.5%
SANTA MARGARITA CATHOLIC HS	RANCHO STA MARG	162	126	77.8%	66	52.4%
SANTA MARIA HIGH SCHOOL	SANTA MARIA	13	12	92.3%	5	41.7%
SANTA MONICA HIGH SCHOOL	SANTA MONICA	177	150	84.7%	84	56.0%
SANTA PAULA HIGH SCHOOL	SANTA PAULA	12	9	75.0%	2	22.2%
SANTA ROSA HIGH SCHOOL	SANTA ROSA	51	43	84.3%	22	51.2%
SANTA TERESA HIGH SCHOOL	SAN JOSE	47	41	87.2%	25	61.0%
SANTA YNEZ VALLEY UNION HIGH S	SANTA YNEZ	31	28	90.3%	12	42.9%
SANTANA HIGH SCHOOL	SANTEE	18	11	61.1%	6	54.5%
SANTIAGO HIGH SCHOOL	GARDEN GROVE	42	30	71.4%	17	56.7%
SARATOGA HIGH SCHOOL	SARATOGA	130	112	86.2%	65	58.0%
SAUGUS HIGH SCHOOL	SAUGUS	51	44	86.3%	21	47.7%
SAVANNA HIGH SCHOOL	ANAHEIM	30	28	93.3%	13	46.4%
SCHOOL OF THE ARTS	SAN FRANCISCO	17	16	94.1%	11	68.8%
SCHURR HIGH SCHOOL	MONTEBELLO	87	68	78.2%	42	61.8%
SCRIPPS RANCH HIGH SCHOOL	SAN DIEGO	99	89	89.9%	62	69.7%
SCUDDER-OAKS COUNTRY SCHOOL	CLAREMONT	1	1	100.0%	1	100.0%
SEASIDE HIGH SCHOOL	SEASIDE	27	22	81.5%	12	54.5%
SELMA HIGH SCHOOL	SELMA	2	2	100.0%	1	50.0%
SEQUOIA HIGH SCHOOL	REDWOOD CITY	37	34	91.9%	16	47.1%
SERRANO HIGH SCHOOL	PHELAN	11	9	81.8%	5	55.6%
SERVITE HIGH SCHOOL	ANAHEIM	83	55	66.3%	35	63.6%
SHAFTER HIGH SCHOOL	SHAFTER	10	7	70.0%	3	42.9%

SHALHEVET HIGH SCHOOL	LOS ANGELES	11	7	63.6%	2	28.6%
SHASTA HIGH SCHOOL	REDDING	33	32	97.0%	14	43.8%
SHERMAN E BURROUGHS HIGH SCH	RIDGECREST	36	32	88.9%	18	56.3%
SHERMAN OAKS CTR ENRCHED STDS	RESEDA	45	38	84.4%	23	60.5%
SHERMAN SCHOOL	ALHAMBRA	3	1	33.3%	0	0.0%
SIERRA HIGH SCHOOL	SAN BERNARDINO	1	0	0.0%	0	0.0%
SIERRA HIGH SCHOOL	TOLLHOUSE	5	5	100.0%	2	40.0%
SIERRA VISTA HIGH SCHOOL	BALDWIN PARK	29	26	89.7%	16	61.5%
SILVER CREEK HIGH SCHOOL	SAN JOSE	53	45	84.9%	31	68.9%
SILVER VALLEY HIGH SCHOOL	YERMO	2	2	100.0%	1	50.0%
SILVERADO HIGH SCHOOL	MISSION VIEJO	1	1	100.0%	1	100.0%
SIMI VALLEY HIGH SCHOOL	SIMI VALLEY	62	52	83.9%	34	65.4%
SIR FRANCIS DRAKE HIGH SCHOOL	SAN ANSELMO	51	41	80.4%	25	61.0%
SKYLINE HIGH SCHOOL	OAKLAND	115	84	73.0%	57	67.9%
SOLEDAD CHRISTIAN ACADEMY	SOLEDAD	1	1	100.0%	0	0.0%
SONOMA VALLEY HIGH SCHOOL	SONOMA	33	31	93.9%	23	74.2%
SONORA CHRISTIAN ACADEMY	SONORA	1	0	0.0%	0	0.0%
SONORA HIGH SCHOOL	LA HABRA	30	25	83.3%	14	56.0%
SONORA HIGH SCHOOL	SONORA	22	16	72.7%	7	43.8%
SOQUEL HIGH SCHOOL	SOQUEL	54	51	94.4%	27	52.9%
SOUTH BAY LUTHERAN HIGH SCHOOL	INGLEWOOD	4	1	25.0%	0	0.0%
SOUTH COUNTY COMMUNITY SCHOOL	SAN MARTIN	1	0	0.0%	0	0.0%
SOUTH EL MONTE HIGH SCHOOL	SOUTH EL MONTE	19	12	63.2%	6	50.0%
SOUTH FORK HIGH SCHOOL	MIRANDA	23	23	100.0%	13	56.5%
SOUTH GATE SENIOR HIGH SCHOOL	SOUTH GATE	79	62	78.5%	30	48.4%
SOUTH HIGH SCHOOL	BAKERSFIELD	17	12	70.6%	6	50.0%
SOUTH HIGH SCHOOL	TORRANCE	107	92	86.0%	64	69.6%
SOUTH HILLS HIGH SCHOOL	WEST COVINA	69	64	92.8%	41	64.1%
SOUTH LAKE TAHOE HIGH SCHOOL	SOUTH LAKE TAHOE	31	28	83.9%	16	61.5%
SOUTH PASADENA HIGH SCHOOL	SOUTH PASADENA	129	106	82.2%	71	67.0%
SOUTH SAN FRANCISCO HIGH SCH	SOUTH SAN FRANCISCO	41	38	92.7%	24	63.2%
SOUTHERN CALIFORNIA CHRSTN H S	ORANGE	1	1	100.0%	1	100.0%
SOUTHERN TRINITY HIGH SCHOOL	BRIDGEVILLE	1	1	100.0%	0	0.0%
SOUTHWEST HIGH SCHOOL	SAN DIEGO	35	24	68.6%	14	58.3%
SOUTHWESTERN ACADEMY	SAN MARINO	2	0	0.0%	0	0.0%
SQUAW VALLEY ACADEMY	OLYMPIC VALLEY	5	4	80.0%	2	50.0%
ST JOSEPH HIGH	ALAMEDA	1	1	100.0%	1	100.0%
ST MARYS COLLEGE HIGH SCHOOL	BERKELEY	47	36	76.6%	25	69.4%
STEPHEN W KEARNY HIGH SCHOOL	SAN DIEGO	27	19	70.4%	12	63.2%
STOCKDALE HIGH SCHOOL	BAKERSFIELD	64	57	89.1%	33	57.9%
STONERIDGE PREP SCHOOL	TARZANA	6	4	66.7%	2	50.0%
STRATHMORE UNION HIGH SCHOOL	STRATHMORE	3	2	66.7%	0	0.0%
STURE LARSSON HIGH SCHOOL	STOCKTON	1	1	100.0%	1	100.0%
SUMMERFIELD WALDORF SCHOOL	SANTA ROSA	7	6	85.7%	4	66.7%
SUMMERVILLE UNION HIGH SCHOOL	TUOLUMNE	10	10	100.0%	6	60.0%
SUNNY HILLS HIGH SCHOOL	FULLERTON	215	187	87.0%	110	58.8%
SUNSET HIGH SCHOOL	ENCINITAS	1	1	100.0%	1	100.0%
SUTTER UNION HIGH SCHOOL	SUTTER	2	2	100.0%	0	0.0%
SWEETWATER SENIOR HIGH SCHOOL	NATIONAL CITY	46	29	63.0%	14	48.3%
SYLMAR HIGH SCHOOL	SYLMAR	18	12	66.7%	6	50.0%
TAFT UNION HIGH SCHOOL	TAFT	4	3	75.0%	0	0.0%
TAHOE TRUCKEE HIGH SCHOOL	TRUCKEE	16	15	93.8%	11	73.3%
TAMALPAIS HIGH SCHOOL	MILL VALLEY	66	59	89.4%	32	54.2%
TAMISCAL HIGH SCHOOL	LARKSPUR	3	3	100.0%	3	100.0%
TEHACHAPI HIGH SCHOOL	TEHACHAPI	11	11	100.0%	5	45.5%
TEMECULA VALLEY HIGH SCHOOL	TEMECULA	50	42	84.0%	22	52.4%
TEMESCAL CANYON HIGH SCHOOL	LAKE ELSINORE	34	25	73.5%	8	32.0%
TEMPLE CITY HIGH SCHOOL	TEMPLE CITY	106	89	84.0%	61	68.5%
TEMPLETON HIGH SCHOOL	TEMPLETON	2	2	100.0%	1	50.0%
TENNYSON HIGH SCHOOL	HAYWARD	19	12	63.2%	5	41.7%
TERRA LINDA HIGH SCHOOL	SAN RAFAEL	52	44	84.6%	26	59.1%
TERRA NOVA HIGH SCHOOL	PACIFICA	22	18	81.8%	14	77.8%
THACHER SCHOOL	OJAI	34	29	85.3%	5	17.2%

BEST COPY AVAILABLE

THEODORE ROOSEVELT HIGH SCHOOL	FRESNO	20	18	90.0%	11	61.1%
THEODORE ROOSEVELT HIGH SCHOOL	LOS ANGELES	113	86	76.1%	31	36.0%
THOMAS DOWNEY HIGH SCHOOL	MODESTO	26	22	84.6%	16	72.7%
THOMAS JEFFERSON HIGH SCHOOL	LOS ANGELES	35	22	62.9%	13	59.1%
THOUSAND OAKS HIGH SCHOOL	THOUSAND OAKS	117	97	82.9%	62	63.9%
TOKAY HIGH SCHOOL	LODI	42	38	90.5%	23	60.5%
TOMALES HIGH SCHOOL	TOMALES	4	2	50.0%	2	100.0%
TORRANCE HIGH SCHOOL	TORRANCE	86	65	76.5%	45	69.2%
TORREY PINES HIGH SCHOOL	SAN DIEGO	232	196	84.5%	111	56.6%
TRABUCO HILLS HIGH SCHOOL	MISSION VIEJO	71	64	90.1%	39	60.9%
TRACY JOINT UNION HIGH SCHOOL	TRACY	30	26	86.7%	11	42.3%
TRANQUILLITY HIGH SCHOOL	TRANQUILLITY	2	1	50.0%	1	100.0%
TRÍ CITY CHRISTIAN SCHOOL	VISTA	3	2	66.7%	1	50.0%
TRINITY HIGH SCHOOL	WEAVERVILLE	4	4	100.0%	4	100.0%
TRONA HIGH SCHOOL	TRONA	3	3	100.0%	1	33.3%
TROY HIGH SCHOOL	FULLERTON	75	71	94.7%	44	62.0%
TULARE UNION HIGH SCHOOL	TULARE	22	20	90.9%	10	50.0%
TULARE WESTERN HIGH SCHOOL	TULARE	11	10	90.9%	6	60.0%
TULELAKE HIGH SCHOOL	TULELAKE	3	2	66.7%	0	0.0%
TURLOCK CHRISTIAN SCHOOL	TURLOCK	1	0	0.0%	0	0.0%
TURLOCK HIGH SCHOOL	TURLOCK	49	41	83.7%	29	70.7%
TUSTIN HIGH SCHOOL	TUSTIN	38	32	84.2%	27	84.4%
TWAIN JUNIOR SENIOR HIGH SCH	SAN DIEGO	1	1	100.0%	1	100.0%
TWENTYNINE PALMS HIGH SCHOOL	TWENTYNINE PALMS	4	4	100.0%	3	75.0%
UKIAH HIGH SCHOOL	UKIAH	37	32	86.5%	16	50.0%
ULYSSES S GRANT HIGH SCHOOL	VAN NUYS	73	57	78.1%	39	68.4%
UNIVERSITY CITY HIGH SCHOOL	SAN DIEGO	90	66	73.3%	50	75.8%
UNIVERSITY HIGH SCHOOL	IRVINE	275	250	90.9%	170	68.0%
UNIVERSITY HIGH SCHOOL	LOS ANGELES	92	65	70.7%	42	64.6%
UNIVERSITY MOUND HIGH	SAN FRANCISCO	1	0	0.0%	0	0.0%
UNIVERSITY SAN DIEGO HIGH SCH	SAN DIEGO	143	108	75.5%	60	55.6%
UPLAND HIGH SCHOOL	UPLAND	120	108	90.0%	75	69.4%
URBAN SCHOOL OF SAN FRANCISCO	SAN FRANCISCO	36	32	88.9%	13	40.6%
URSULINE HIGH SCHOOL	SANTA ROSA	34	24	70.6%	12	50.0%
VACAVILLE HIGH SCHOOL	VACAVILLE	29	24	82.8%	12	50.0%
VALENCIA HIGH SCHOOL	PLACENTIA	44	37	84.1%	24	64.9%
VALHALLA HIGH SCHOOL	EL CAJON	99	82	82.8%	44	53.7%
VALLEJO SENIOR HIGH SCHOOL	VALLEJO	35	28	80.0%	17	60.7%
VALLEY ALTERNATIVE SCHOOL	VAN NUYS	7	5	71.4%	2	40.0%
VALLEY CHRISTIAN HIGH SCHOOL	CERRITOS	7	4	57.1%	4	100.0%
VALLEY CHRISTIAN HIGH SCHOOL	DUBLIN	4	2	50.0%	0	0.0%
VALLEY CHRISTIAN HIGH SCHOOL	SAN JOSE	13	13	100.0%	5	38.5%
VALLEY HIGH SCHOOL	ESCONDIDO	1	1	100.0%	1	100.0%
VALLEY HIGH SCHOOL	SACRAMENTO	40	30	75.0%	14	46.7%
VALLEY HIGH SCHOOL	SANTA ANA	37	31	83.8%	21	67.7%
VALLEY PROFESSIONAL SCHOOL	NORTH HOLLYWOOD	1	1	100.0%	1	100.0%
VALLEY TORAH HIGH SCHOOL	NORTH HOLLYWOOD	8	8	100.0%	4	50.0%
VALLEY VIEW HIGH SCHOOL	MORENO VALLEY	69	56	81.2%	39	69.6%
VALLEY VIEW HIGH SCHOOL	ONTARIO	1	1	100.0%	1	100.0%
VALLEY VISTA HIGH SCHOOL	FOUNTAIN VALLEY	1	0	0.0%	0	0.0%
VAN NUYS COMMUNITY ADULT SCH	VAN NUYS	1	1	100.0%	1	100.0%
VAN NUYS HIGH SCHOOL	VAN NUYS	213	189	88.7%	128	67.7%
VANDEN HIGH SCHOOL	FAIRFIELD	21	13	61.9%	9	69.2%
VENICE HIGH SCHOOL	LOS ANGELES	76	66	86.8%	38	57.6%
VENTURA SENIOR HIGH SCHOOL	VENTURA	24	18	75.0%	12	66.7%
VENTURE SCHOOL	SAN RAMON	1	1	100.0%	1	100.0%
VERBUM DEI HIGH SCHOOL	LOS ANGELES	2	1	50.0%	1	100.0%
VERDUGO HILLS HIGH SCHOOL	TUJUNGA	27	18	66.7%	9	50.0%
VERMONT AVENUE BAPTIST SCHOOL	TORRANCE	1	1	100.0%	1	100.0%
VICTOR VALLEY HIGH SCHOOL	VICTORVILLE	25	20	80.0%	16	80.0%
VICTORY CHRISTIAN SCHOOL	CARMICHAEL	1	0	0.0%	0	0.0%
VICTORY CHRISTIAN SCHOOL	OCEANSIDE	1	0	0.0%	0	0.0%
VIEWPOINT SCHOOL	CALABASAS	21	18	85.7%	11	61.1%

BEST COPY AVAILABLE

VILLA PARK HIGH SCHOOL	VILLA PARK	110	96	87.3%	62	64.6%
VILLAGE CHRISTIAN HIGH SCHOOL	SUN VALLEY	31	22	71.0%	13	59.1%
VILLANOVA PREPARATORY SCHOOL	OJAI	24	15	62.5%	7	46.7%
VINTAGE HIGH SCHOOL	NAPA	55	49	89.1%	34	69.4%
VISTA HIGH SCHOOL	RICHMOND	1	1	100.0%	1	100.0%
VISTA HIGH SCHOOL	VISTA	65	55	84.6%	35	63.6%
VISTA WEST HIGH SCHOOL	BAKERSFIELD	1	0	0.0%	0	0.0%
VIVIAN WEBB SCHOOL	CLAREMONT	29	24	82.8%	10	41.7%
WALNUT HIGH SCHOOL	WALNUT	188	148	78.7%	95	64.2%
WARREN HIGH SCHOOL	DOWNEY	63	55	87.3%	33	60.0%
WASCO UNION HIGH SCHOOL	WASCO	12	10	83.3%	7	70.0%
WASHINGTON HIGH SCHOOL	FREMONT	59	52	88.1%	36	69.2%
WASHINGTON UNION HIGH SCHOOL	FRESNO	6	5	83.3%	4	80.0%
WATSONVILLE HIGH SCHOOL	WATSONVILLE	34	26	76.5%	10	38.5%
WEBB SCHOOL OF CALIFORNIA	CLAREMONT	31	22	71.0%	7	31.8%
WEED HIGH SCHOOL	WEED	4	2	50.0%	0	0.0%
WEST COVINA HIGH SCHOOL	WEST COVINA	42	35	83.3%	28	80.0%
WEST HIGH SCHOOL	BAKERSFIELD	33	28	84.8%	14	50.0%
WEST HIGH SCHOOL	TORRANCE	137	118	86.1%	78	66.1%
WEST HILLS HIGH SCHOOL	SANTEE	18	16	88.9%	6	37.5%
WEST LOS ANGELES BAPTIST SCH	LOS ANGELES	1	1	100.0%	1	100.0%
WEST VALLEY HIGH SCHOOL	COTTONWOOD	10	6	60.0%	1	16.7%
WEST VALLEY HIGH SCHOOL	HEMET	12	9	75.0%	3	33.3%
WESTCHESTER HIGH SCHOOL	LOS ANGELES	97	64	66.0%	30	46.9%
WESTERN CHRISTIAN SCHOOLS	COVINA	9	7	77.8%	4	57.1%
WESTERN HIGH SCHOOL	ANAHEIM	21	21	100.0%	17	81.0%
WESTLAKE HIGH SCHOOL	WESTLAKE VILLAGE	122	105	86.1%	68	64.8%
WESTMARK SCHOOL	ENCINO	3	2	66.7%	0	0.0%
WESTMINSTER HIGH SCHOOL	WESTMINSTER	56	35	62.5%	28	80.0%
WESTMONT HIGH SCHOOL	CAMPBELL	41	31	75.6%	21	67.7%
WESTMOOR HIGH SCHOOL	DALY CITY	60	47	78.3%	29	61.7%
WESTRIDGE SCHOOL FOR GIRLS	PASADENA	53	46	86.8%	15	32.6%
WESTSIDE LEADERSHIP MAGNET SCH	MARINA DEL REY	1	1	100.0%	1	100.0%
WESTWOOD HIGH SCHOOL	WESTWOOD	1	1	100.0%	0	0.0%
WHALE GULCH HIGH SCHOOL	WHITETHORNE	1	1	100.0%	0	0.0%
WHEATLAND HIGH SCHOOL	WHEATLAND	5	3	60.0%	1	33.3%
WHITTIER CHRISTIAN HIGH SCHOOL	LA HABRA	19	12	63.2%	7	58.3%
WHITTIER HIGH SCHOOL	WHITTIER	36	26	72.2%	17	65.4%
WILL C WOOD HIGH SCHOOL	VACAVILLE	37	33	89.2%	21	63.6%
WILLIAM C OVERFELT HIGH SCHOOL	SAN JOSE	28	23	82.1%	16	69.6%
WILLIAM HOWARD TAFT HIGH SCH	WOODLAND HILLS	144	117	81.3%	74	63.2%
WILLIAM S HART UNION H S DIST	NEWHALL	2	2	100.0%	2	100.0%
WILLIAM S HART UNION HIGH SCH	NEWHALL	100	86	86.0%	34	39.5%
WILLIAMS HIGH SCHOOL	WILLIAMS	3	3	100.0%	1	33.3%
WILLITS HIGH SCHOOL	WILLITS	9	7	77.8%	1	14.3%
WILLOW GLEN HIGH SCHOOL	SAN JOSE	29	27	93.1%	14	51.9%
WILLOWS HIGH SCHOOL	WILLOWS	8	7	87.5%	6	85.7%
WINDWARD SCHOOL	LOS ANGELES	30	29	96.7%	12	41.4%
WINTERS HIGH SCHOOL	WINTERS	9	6	66.7%	2	33.3%
WOODBRIDGE HIGH SCHOOL	IRVINE	144	128	88.9%	92	71.9%
WOODCREST CHRISTIAN SCHOOL	RIVERSIDE	11	11	100.0%	7	63.6%
WOODLAKE UNION HIGH SCHOOL	WOODLAKE	9	7	77.8%	3	42.9%
WOODLAND HIGH SCHOOL	WOODLAND	51	48	94.1%	35	72.9%
WOODROW WILSON HS-LA	LOS ANGELES	64	53	82.8%	22	41.5%
WOODROW WILSON HS-LB	LONG BEACH	69	52	75.4%	33	63.5%
WOODSIDE HIGH SCHOOL	WOODSIDE	52	47	90.4%	23	48.9%
WOODSIDE INTERNATIONAL SCHOOL	SAN FRANCISCO	1	1	100.0%	1	100.0%
WOODSIDE PRIORY SCHOOL	PORTOLA VALLEY	10	10	100.0%	5	50.0%
WORKMAN HIGH SCHOOL	CITY OF INDUSTRY	29	26	89.7%	16	61.5%
YERBA BUENA HIGH SCHOOL	SAN JOSE	42	35	83.3%	12	34.3%
YESHIVA GEDOLAH HIGH SCHOOL	LOS ANGELES	3	2	66.7%	1	50.0%
YESHIVA UNIV HS LOS ANGELES	LOS ANGELES	31	21	67.7%	3	14.3%
YESHIVA UNIV OF LOS ANGELES	LOS ANGELES	13	11	84.6%	4	36.4%

BEST COPY AVAILABLE

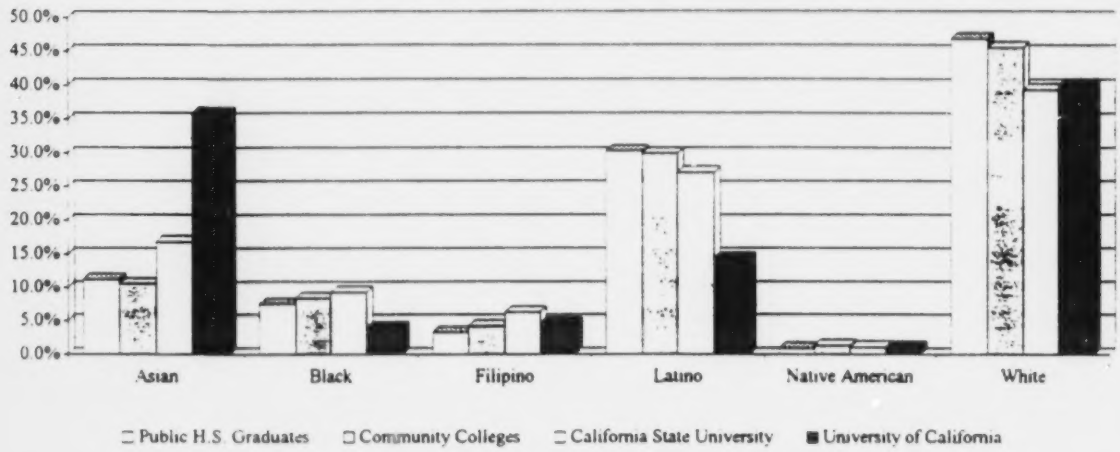
YGNACIO VALLEY HIGH SCHOOL	CONCORD	36	27	75.0%	14	51.9%
YORK SCHOOL THE	MONTEREY	23	22	95.7%	11	50.0%
YOSEMITE HIGH SCHOOL	OAKHURST	5	5	100.0%	2	40.0%
YOUTH OPPORTUNITIES UNLTD SCH	SAN DIEGO	1	0	0.0%	0	0.0%
YREKA HIGH SCHOOL	YREKA	11	11	100.0%	4	36.4%
YUBA CITY HIGH SCHOOL	YUBA CITY	32	29	90.6%	16	55.2%
YUCAIPA SENIOR HIGH SCHOOL	YUCAIPA	32	27	84.4%	18	66.7%
YUCCA VALLEY HIGH SCHOOL	YUCCA VALLEY	9	9	100.0%	3	33.3%
ZANE GREY HIGH SCHOOL	RESEDA	1	1	100.0%	0	0.0%
		47,198	39,020	82.7%	22,734	58.3%

BEST COPY AVAILABLE

HIGHER EDUCATION PERFORMANCE INDICATORS

A.2

California 1996 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1996



	All Public High School Graduates		First-Time Freshmen: California Community Colleges*		First-Time Freshmen: California State University		First-Time Freshmen: University of California	
Asian/Pacific Islander	29,039	11.2%	9,292	10.6%	3,687	16.8%	6,268	35.9%
Black	19,436	7.5%	7,380	8.4%	2,034	9.3%	697	4.0%
Filipino	8,395	3.2%	3,694	4.2%	1,375	6.3%	808	4.6%
Latino	78,619	30.3%	26,396	30.0%	5,944	27.1%	2,506	14.3%
Native American	2,290	0.9%	1,185	1.3%	231	1.1%	184	1.1%
White	121,292	46.8%	40,091	45.5%	8,626	39.4%	7,005	40.1%

*Estimated

Definition of Measure: The racial/ethnic composition of 1996 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1996, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.

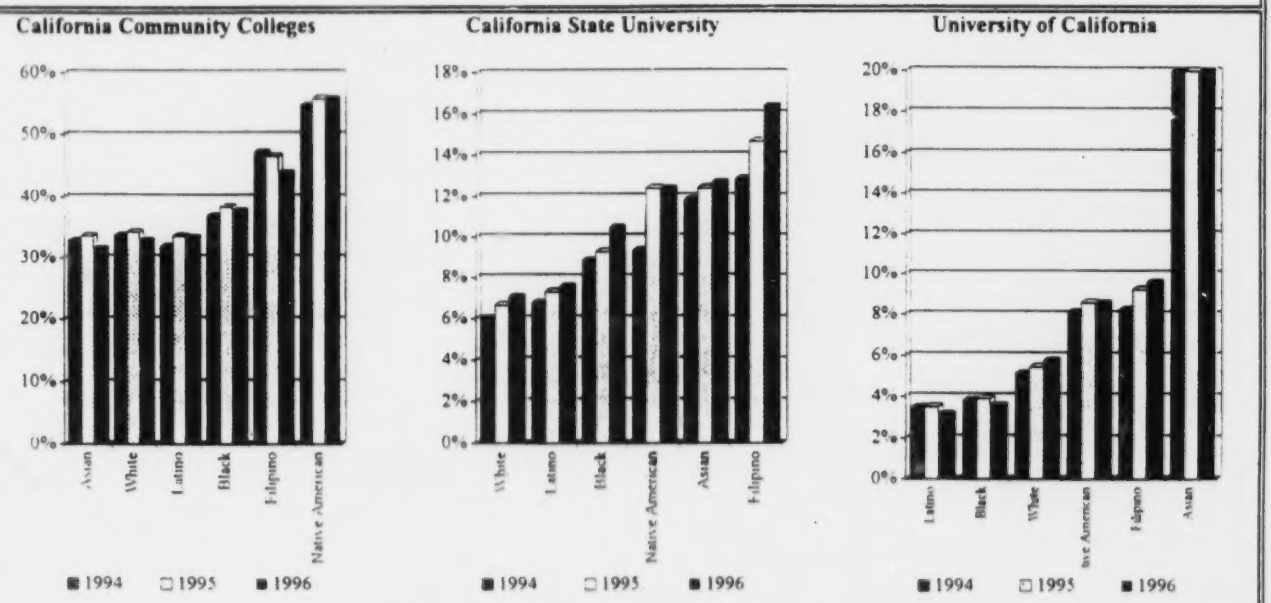
Related Measures: Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.

Comparison Group: The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.

Analysis: The composition of community college first-time freshmen is more similar to the composition of the public high school graduating class than are the freshman classes at the two university systems. Asian and Filipino freshmen decreased their presence at the community colleges while they increased it at the public universities. Black and Latino students increased their representation among community college freshmen and decreased it at the University. Black representation at the State University rose while Latino representation declined. White freshmen increased their presence in all three public systems.

A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1994 to 1996



	California Community College*			California State University			University of California		
	1994	1995	1996	1994	1995	1996	1994	1995	1996
Asian/Pacific Islander	32.9%	33.6%	31.6%	11.7%	12.4%	12.7%	21.6%	20.8%	21.6%
Black	37.0%	38.5%	37.9%	8.7%	9.3%	10.5%	3.8%	3.9%	3.6%
Filipino	47.2%	46.6%	44.0%	12.9%	14.7%	16.4%	8.2%	9.2%	9.6%
Latino	31.9%	33.6%	33.0%	6.8%	7.3%	7.6%	3.5%	3.5%	3.2%
Native American	54.7%	55.8%	55.8%	9.3%	12.4%	12.4%	7.9%	8.6%	8.6%
White	33.8%	34.3%	33.0%	6.0%	6.7%	7.1%	5.1%	5.4%	5.8%

* Estimated

Definition of Measure: The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.

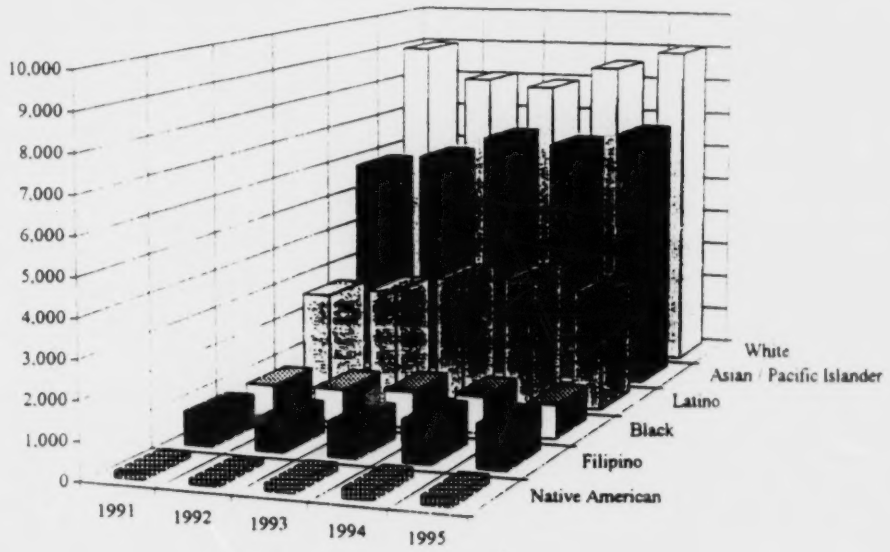
Related Measures: Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.

Comparison Group: Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.

Analysis: Overall, only Black public high school graduates improved their college-going rate in 1996 -- due solely to their increase at the State University. Decreases in community college participation of Asian, Filipino, and White graduates more than offset the increases in their participation at both university systems. Latino graduates, who already had the lowest college-going rate, reduced their participation further with a substantial drop at the community colleges, a small decline at the University, and an equally small increase at the State University. Native American graduates did not change their participation rates at all.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1992 to Fall 1996



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1992	20,928	5,898	846	870	2,657	180	299	8,965
1993	20,413	6,215	870	840	2,883	143	301	8,095
1994	21,598	6,843	952	911	3,344	208	344	7,915
1995	22,548	6,702	970	1,108	3,425	258	414	8,540
1996	23,523	7,085	900	1,145	3,203	239	467	9,048
5-Year Percent Change	12.4	20.1	6.4	31.6	20.5	32.8	56.2	0.9

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.

Use(s) of Measure: This measure describes changes in number and racial/ethnic composition of entering freshmen.

Related Measures: Measure IV.A.2. describes the 1996 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the California State University.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: First-time freshman enrollments at the University of California have also continued to increase. While the number of new freshmen from all racial-ethnic groups has grown since 1992, increases in the number of Asian, Filipino and White freshmen accounted for for the current increases. The number of Black, Latino, and Native American freshmen dropped from their 1995 level.

NEW DIRECTIONS IN DIVERSITY

NEW DIRECTIONS IN DIVERSITY: CHARTING LAW SCHOOL ADMISSIONS POLICY IN A POST-AFFIRMATIVE ACTION ERA

MAY 9, 1997

Cecilia V. Estolano
Kacy Collons Keys
Marvin C. Peguese
Kaaryn Gustafson
Elizabeth Landsberg
Patrick Sullivan
Helen Hyun
Jennifer Madden
Daniel Tellalian

EXECUTIVE SUMMARY

This report provides a critique of the current admissions policy at UC Berkeley's Boalt Hall School of Law, and offers an alternative admissions strategy that will help to bring students of diverse backgrounds to the law school. The authors of this report are nine graduate students—eight current Boalt Hall law students and one student in the School of Education—who together formed an independent study in the Spring of 1997 entitled "New Directions in Diversity." The impetus for this effort was the enactment in 1995 of Resolution SP-1 by the Regents of the University of California and the passage in 1996 of Proposition 209, which together restrict the ability of all public universities in California to practice race- and gender-based affirmative action. The questions prompted by these legislative actions have led to this report. While the report focuses on Boalt Hall, we hope that it will spur all public universities to rethink the long-standing class and race biases in their admissions policies, and will provide a roadmap for universities to maintain diversity in their student bodies.

There is a long tradition of working toward a diversity of race, ethnicity, and gender at Boalt Hall. This commitment to diversity is apparent in the faces of Boalt students: at present approximately half of Boalt students are women and nearly 40% are people of color. Resolution SP-1 and Proposition 209, by largely prohibiting race- and gender-based affirmative action, have removed a valuable tool that Boalt has used to open doors to traditionally underrepresented segments of society and to create a diverse learning environment within its classrooms. The undeniable message of these legislative enactments is that universities must put an end to their use of racialized categories and "preferences," and instead give attention to individual experiences, achievements, and character. But neither SP-1 nor 209 provide much guidance on how Boalt is supposed to judge individual character, or to undo existing preferences; indeed, Boalt is left in a void.

We believe that the passage of SP-1 and 209 signal an opportunity for Boalt to rethink the assumptions behind its admissions policy. As a public university, Boalt has a unique responsibility to open its doors to all of the citizens of this state; no one may be excluded arbitrarily. Accordingly, Boalt must pay critical attention to the assumptions that underly its allocation of places at the law school. Surely, Boalt will seek students who have excelled academically and who, in various ways, have demonstrated the potential to excel as lawyers, business people, academics, and public servants. Add to these criteria Boalt's longstanding commitment to select students who can contribute to the diversity of experience within the classroom. In addition, as discussed herein, Resolution SP-1 has reinforced Boalt's stated goal of selecting students whose ability to overcome individual disadvantage marks them for future achievement and leadership.

Unfortunately, upon analyzing the current admissions policy at Boalt, we find that it lacks the ability to meet these goals. Boalt places the most significant weight in admissions on numerical academic indicators, but applies no systematic or effective mechanism to identify and select students who have experienced disadvantage or who could otherwise add to Boalt's overall experiential diversity. This report details the steps involved in Boalt's admissions decisions, and demonstrates how minor, sometimes arbitrary differences in LSAT score and undergraduate grade point average can lead to big differences in the likelihood of admission.

We find Boalt's excessive reliance on these numerical indicators to be misguided. In fact, given the imprecise nature of these indicators, their inability to capture an applicant's full range of qualifications and aptitude, and their potential class, race, and gender bias, we find Boalt's reliance on them to be improper and unjustifiable. By looking primarily to these numerical factors to make its admissions decisions, Boalt does little more than reinforce embedded preferences and existing disparities in the access to resources and information—disparities that directly correlate to an applicant's numerical profile. Indeed, Boalt's role as a public institution, its longstanding commitment to diversity, and the recent mandate by California voters to eliminate preferences all demand that Boalt do more than simply ratify the assessment of the LSAT testing service. Instead, Boalt must actively seek out and admit students whose individual experiences show an ability to overcome adversity and a potential for leadership in California.

Consistent with these goals, this report recommends the following four-step plan to correct the inequities in Boalt's current admissions policies:

1. Create a "Character" Index.

Boalt should create a numerical index to measure an applicant's experience of socioeconomic disadvantage, which index should be weighted equally with academic factors. Although Boalt's current process provides for consideration of disadvantage anecdotally, such factors are of secondary importance to the "hard data" of LSAT score and undergraduate grade point average. This Character Index would include variables to measure an applicant's individual attributes, such as family wealth and parental education, as well as neighborhood factors, such as poverty rates and the educational attainment of an applicant's high school peers.

2. Integrate Alumni Interviews into the Admissions Process.

Interviews of applicants conducted by alumni can be an effective way to recognize personal attributes, such as speaking skills, that an exam score or an essay cannot capture. We suggest that such interviews supplement other report proposals. This report discusses how Boalt could develop a network of alumni interviewers, modeled after the networks already in place at

many private, undergraduate institutions, and include the impressions of these interviewers in admissions decisions.

3. Conduct Greater Outreach to Underrepresented Communities.

Boalt needs to do more to reach out to students in both colleges and high schools where students face particular disadvantages in getting to law school. Using the existing Street Law Project as a model, this report recommends the use of mock trials and other participatory projects to expose students to the law who might not otherwise consider careers as lawyers. We also recommend that Boalt Hall fully participate in the efforts of the UC Outreach Task Force planned by the Regents to actively seek out disadvantaged students with academic potential.

4. Eliminate Hidden Preferences by Including Race as a Measure of Experiential Diversity.

By relying heavily on the LSAT, Boalt's admissions policy does nothing to counteract the institutionalized racism and race-based misallocation of resources that takes shape in the disproportionate results of this exam. Moreover, by discounting any experiences of applicants that may relate to their race, Boalt's admissions policy actively disadvantages people of color. This report analyzes potential claims against Boalt under both Title VI of the Civil Rights Act of 1964 and the new Proposition 209, and argues that the current admissions policy could likely violate both statutes. To remedy an apparent disparate impact on people of color and preference for whites, Boalt should consider race explicitly in admissions as a measure of experiential diversity.

Resolution SP-1 and Proposition 209 appear to many to create a crisis in California higher education. But these changes give Boalt the opportunity to take the lead in eliminating the embedded preference in law school admissions for applicants with unmerited privilege. This report provides a plan by which Boalt can begin to attack these preferences and remedy the arbitrary nature of its admissions decisions. If Boalt is to take seriously its historical commitment to diversity and its unique role as a public institution, then it should implement the recommendations of this report.

TOWARD INCREASING FAIRNESS IN UC ADMISSIONS

TOWARD INCREASING FAIRNESS IN UC ADMISSIONS:

GUARANTEEING ADMISSION TO THE BEST PUBLIC SCHOOL STUDENTS

by

Rodolfo Alvarez, Department of Sociology, UCLA

Richard Flacks, Department of Sociology, UCSB

Working Paper Series Two

Number Three

1997

CHICANO STUDIES RESEARCH CENTER

UCLA

EXECUTIVE SUMMARY

I. SUMMARY OF PROPOSAL

This proposal would give each and every individual public high school in California the opportunity to send the top 6 percent among its academically most accomplished students directly to the University of California.

Public high schools are distributed throughout the state in a manner roughly consistent with population density. Each public high school serves a surrounding population that, within broad limits, is of relatively the same economic level. Both by virtue of drawing systematically from every specific geographic region of the state as well as by virtue of the fact that the location of public high schools reflects the economic level of the population in that geographic region, this first round of direct admissions would ensure several dimensions of fairness. A second around of standard admissions procedures would also provide fairness to those schools, both public and private, that prepare disproportionately large numbers of academically high performing students. Fairness for these schools would be assured through continued recognition of their institutional excellence when their students compete for admission through the traditional established application process.

Each campus of the University of California would draw up a list of catchment high schools (campus lists would overlap to some considerable extent as each campus would want to have students from throughout the state, and especially so in the case of large metropolitan regions). The university through its Board of Admissions and Relations with Schools (BOARS) and other agencies would monitor the quality of instruction in required courses at each public high school.

Each public high school would annually submit a list of its graduating class by ranked according to academic performance in courses prescribed by the university. The university would automatically issue certificates of admission to the top 6 percent, entitling them to attend one campus to which their school is attached. These students would be admitted solely on the basis of their academic performance on courses prescribed by the University of California, but would be required to take the SAT for subsequent research purposes.

The remainder of the entering class at each campus would be selected or composed in traditional ways consistent with policies established by the campus, the university, and its Board of Regents. Each campus would continue to be free in designing its own model and criteria for selecting from among applicants from private and public high schools as well as transfer students from community colleges and other types of institutions.

Students who receive certificates of admission, but who chose not to attend the campus specified on the certificate of admission would be free to subsequently apply (certificates of admission would expire prior to the start of selection for regular admission) to the campus of their choice. In that case, they would enter the normal open

BEST COPY AVAILABLE

competition in the traditional way along with all other applicants from public and private high schools for admission to that campus: having previously received a certificate of admission would give them no special standing except in so far as a campus might for its own reasons wish to take note of it.

II. ISSUES ADDRESSED BY PROPOSAL

The proposal has six major objectives:

First, this plan would identify and reward the top 6 percent among students, at each and every public high school in California, who have excelled academically above 94 percent of their peers under comparable circumstances in their own local socioeconomic environment. It would eliminate invidious comparisons between economically advantaged and disadvantaged students and would focus on each individual's capacity to excel above 94 percent of her/his peers under comparable conditions.

Second, to reward public high school teachers and administrators for cultivating the pursuit of academic excellence by their students regardless of local conditions and obstacles.

Third, to provide for the University of California a fair and distributive equivalent to "early admission" among highly selective private universities.

Fourth, to ensure that each and every public high school in the state of California provides fair and equal access to the University of California for its very best most academically accomplished graduates, the top 6 percent.

Fifth, it would provide incentives for development stronger institution-to-institution linkages between faculty and administration of each campus of the University of California and the administration and teachers of public high schools in their corresponding catchment lists.

Sixth, it would create conditions for never before done research to determine the scientific usefulness of so-called aptitude testing as both diagnostic and predictive tools in the admissions process.

III. FISCAL IMPACT

Overall costs are likely to remain about the same.

For public high schools, there may be some negligible or at most very minimal additional administrative costs as they be called upon to simply list all of their graduating students by academic rank in the program of courses designated as pre-requisites for entry into the University of California (the so called "A to F requirements").

For the University of California, overall costs are likely to remain the same. However, the Office of the President may have negligible or at most very minimal additional costs associated with issuance of "certificates of admission" and occasional

travel costs for some members of the BOARS. For individual campuses, there may be negligible or at most very minimal additional costs associated with maintenance of up-to-date lists of public high school on the campus' catchment list of high schools. For both the UC Office of the President and individual UC campuses, negligible additional costs will be far more than offset by sizable savings from reduced personnel and effort that would have otherwise been devoted to reading of applications from students who would now receive automatic admission because ranked in the top 6 percent in their own respective public high schools.

IV. SOCIAL IMPACT

Only students who have high achievement on "A to F pre-requisites for admission to University of California" are affected by this proposal. This would be, for this public university, the equivalent of "early admission to the very able" at highly competitive private universities. This proposal does not assist any individual who is not so qualified nor any public high school that does not meet high academic standards in its curricular offerings. We do not know how this proposal might impact on the racial or ethnic diversity of the annual entering class at the university as a whole or at any given campus. We do anticipate two major social impacts: Organizationally, every public high school will have guaranteed access to the University of California if it chooses to prepare its top students. Personally, every individual student will be guaranteed access to the university through academic excellence above 94 percent of their immediate public high school peers.

By contrast, this proposal would have no effect on excluding anyone from entry into UC who is otherwise eligible. It would have no effect on applicants to UC from private schools since they would continue to be considered in the regular pool of applicants.

Near term effects: Would immediately give incentive to individual students at every public high school to excel academically above 94 percent among their local peers. It would provide incentives for administrators and teachers of every public high school to provide high quality instruction generally, but especially so, in the "a to f requirements." It would immediately change the fact that some public high schools seldom send any students to the university.

Long term effects: Improvement of public high schools through direct assignment of responsibility to specific campuses of the university for specific high schools on their catchment lists. Improvement of all public schools through increased participation in their mission by local business and community leaders, and parents. Increased quality and productivity by public school teachers and administrators resulting from being highly valued by students, parents, and community leaders.

BEST COPY AVAILABLE

PROPOSAL

TOWARD INCREASING FAIRNESS IN UC ADMISSIONS:

GUARANTEEING ADMISSION TO THE BEST PUBLIC SCHOOL STUDENTS[1]

by

Rodolfo Alvarez, Department of Sociology, UCLA

Richard Flacks, Department of Sociology, UCSB

[1] Initiated in 1994 by the first author, this project has subsequently been supported by the Chicano Studies Research Center at UCLA (Professor Guillermo Hernandez, Director). For commentary and editorial assistance on earlier drafts we gratefully acknowledge: Joyce Appleby, Raul Hinojosa, Don Nakanishi, Ricardo Stanton-Salazar, Edward Telles, and Jacqueline Tasch. The authors alone are responsible for errors of fact and the views expressed.

Introduction

The California Master Plan for Higher Education (1960) called for the top 12.5 percent among high school graduates to have access to the University of California. Fourteen years later, the California State Legislature decreed that those admitted to the University of California should generally reflect the same ethnic, sexual, and economic characteristics of all high school graduates. Thereafter, UC's admission policies have, presumably, been guided by those two directives. In practice, however, admissions have not matched those laudable ideals.

How does the university annually identify students who are among the top 12.5 percent of high school *graduates* (e.g., eligible for admission to UC)? The answer is, at best, unclear. In fact, the university has never selected from among *graduates*, it has always selected from among *applicants*. Moreover, since each campus has relatively autonomous control over its own admissions process, the mechanics of the process vary somewhat from campus to campus. In principle, however, an *applicant* must have achieved a minimum grade point average (GPA) of about 3.3 (on a scale where 4.0 is the maximum score) within a set of high school courses prescribed by the UC as prerequisites for admission. Although it was not always so, currently all applicants are required to have taken the Scholastic Aptitude Test (SAT) prior to and to present their score with their application. This is an important innovation, because in recent years applicants whose GPA falls below the specified minimum can still be deemed eligible given high SAT scores.

Historically, every *eligible* applicant has been, and is, guaranteed access to the University of California. Not necessarily admission to their choice of campus, but certainly to one of the UC campuses providing an undergraduate program. With very rare and well-monitored exceptions, *all* applicants admitted to UC are eligible as determined by official criteria.

High demand for admission to UC Berkeley and UCLA has created a dilemma with broad ramifications for both educational and social policies. While UCB and UCLA have many more eligible applicants than can be accommodated with existing capacity, to varying degrees the other six campuses have had more capacity than can be utilized by existing demand from eligible applicants. For their own reasons, some groups have misleadingly charged unfairness in all UC admissions, when in fact their displeasure has been fueled by failure to obtain coveted admission to UCB and UCLA. Thus, it is important to consider the educational and social policies that guide current admissions practices.

Within the broad guidelines set by both State of California and University of California policies, undergraduate admissions to each campus are administered locally. Within that context each campus has a good deal of discretion in the selection process. However, campuses do share information, and professional standards guided by sound educational policy have emerged. Both because the State Legislature prescribed it, but also, perhaps more importantly, for sound educational reasons, current admissions

practice seeks to reflect roughly the demographic characteristics of that age cohort in the State of California. Accordingly, there have emerged what are essentially two rounds in the admissions process, which will be described presently. Before doing so, it is important to keep in mind two highly beneficial, albeit perhaps unanticipated, consequences of the admissions process as it has been practiced over the last decade or two. First, it has helped to encourage applicants who have demonstrated what is presumed to be high academic performance in high school to redirect their attention and interest to campuses other than UCB and UCLA. And, second, it has helped each campus to *compose* its entering class in a manner that is reflective of statewide demographic characteristics, along both academic dimensions as already noted as well as along a very broad array of other dimensions among which race and ethnicity are only two.

Now a very brief overview of the admissions process. The pool of eligible, and only *eligible*, applicants is differentiated into some six levels according to a quantitative index that reflects an applicant's combined high school GPA and SAT scores (with extra credit by score on Advanced Placement courses). Needless to say, the number of applicants is progressively lower at the highest, most demanding levels and greater at the lower levels of this index. In the first round, in what has come to be referred to as *automatic* admission, roughly up to 50 percent of spaces available to a campus are filled by drawing first from level one, then two, and so on. Perhaps at UCB and UCLA the number of applicants at levels one and two exceeds 50 percent of available spaces while other campuses may proceed to several subsequent levels to fill up half the available spaces. In the second round, the remaining 50 percent of spaces annually available to a campus are filled by judicious *selection* from among each of the levels still remaining untapped from among eligible applicants to that campus. Incorrect assumptions and erroneous information about the *selection* process may be the genesis of both personal peeve and public misunderstanding; both constitute a formula for disastrous social policy.

Those who do not enter through the *automatic* first round, but who are nevertheless eligible for *selection* within the second round, have no less desire to be admitted to UCB and UCLA than those who *automatically* enter through the first round. They are galled, indeed some believe themselves to have been profoundly insulted, and are consequently angered for not having been *selected*. Some are utterly unaware of how the admissions process has functioned. Others erroneously believe that simple quantitative scores have some magical quality, rather than being relatively blunt tools used in the difficult guessing game for identification of applicants who might best benefit from a UC education. For whatever the reason, many among those who are not selected by the campus of their choice, are angered to the point of aggressive action. Many such applicants come from families and communities wherein, by virtue of their social, political, and/or economic status, they are unaccustomed to being denied anything, let alone admission to the university. Statistically, had they desired entry into any of the other six campuses they might never have even had to confront the fact that their lower quantitative index placed them out of the levels for *automatic* admission and into the levels where they might or might not be *selected* according to other criteria by which probability of benefiting from a UC education is determined. The problem is that for whatever reasons, including simple prestige, admission to a high demand campus is a

desirable commodity to folks who have the means to make their displeasure known. Whatever "justification" they perceive themselves to have for expressing displeasure is a different story. To such individuals, it is especially galling when, for reasons of educational policy as well as state policy, the selection process *appears* to favor other applicants whose social status in society they consider to be less than their own. Let's explore how the *selection* process works and, as a consequence, how easily it is for the disgruntled to see themselves as unfairly treated, albeit perhaps erroneously so.

By the time the second round kicks in, the only issue is *who* should be selected from remaining levels within the pool of applicants to each campus. Recall that everyone in the pool is fully eligible for guaranteed admission to UC, although not guaranteed their choice of campus. To some degree for all campuses, but most egregiously for UCB and UCLA, there are at each of the remaining levels of eligible applicants more applicants than spaces. Thus, to guide the making of judicious selection from each of the remaining levels within the pool, a set of so called "supplemental criteria" (varying slightly by campus) is used. In general, selections are more numerous from higher levels. Moreover, selections from lower levels require greater justification, hence greater effort and care in evaluating each applicant. Supplemental criteria include, but are not limited to: intellectual interests, talents, economic circumstances, and social circumstances such as family and neighborhood dysfunction, geographical location such as farm or rural community or similar extenuating circumstance, etc. Until actions of the Regents of the University (and the electorate through Proposition 209) precluded it, supplemental criteria also included race, ethnicity, and gender.

The purpose attempted by the selection process is to ensure that annually each entering class is, by virtue of its own collective composition, constitutes an enriching educational experience for each individual therein. A student population composed of individuals with diverse characteristics and experiences is itself perhaps the most effective educational tool for promoting intellectual and ethical development among students. This is so according to long-standing educational theory, supported by extensive empirical research. Every responsible educational authority understands there to be profound, if perhaps intangible, educational benefits to the intellectual, ethical, and social development of students, whatever their level of academic ability and performance, to be derived from the experience of, in a sense, rubbing shoulders within an extremely heterogeneous student population. The very bright will grow from experiencing the worthy achievements on multiple dimensions by individuals who may be less academically gifted. Remember that they are all fully eligible for UC admission and remember, also, that Albert Einstein observed that achievement in science is less a question of intelligence and more a matter of character. Human history is replete with significant contributions to knowledge and human advancement made by diligent individuals of nonextraordinary academic preparation. By contrast, those at lower levels of the academic index will grow from experiencing the myriad shortcomings on multiple dimensions of those who are more academically gifted. In short, this "mix" in the student population is itself a significant element in the quality of the educational experience. A class composed solely of extremely high academic performers would be an educationally impoverished experience. It would be, for the State of California, a very bad investment

BEST COPY AVAILABLE

in the education of future leadership: an investment not likely to produce desired results. The combination of this sound educational policy and the State Legislature's call for a student body that reflected the composition of the state's population (or more precisely the population of the state's high school graduates) has produced one of those rare marriages likely to work and to work well for the for the long run interests of all concerned.

So what is the problem? The problem is that, driven by people disgruntled at an apparent loss of face, and armed with incorrect assumptions and erroneous information, the State of California has of late been led down the garden path to bad social policy that will have bad educational outcomes with potentially disastrous long-run consequences to the social and economic well being of the state. The felicitous marriage just outlined was working well; not perfectly, no large human enterprise ever does, but very well indeed. The legitimate previous complaints by those who had traditionally not had access to UC, were, if not silenced at least much reduced, by a combination some demonstrable progress and the counsel to be patient for long run results. Because the vast majority of those who could lay claim to very high academic performance by virtue of high school grades and SAT scores were automatically admitted, and a considerable number of others were selected, the proportion of those among the disgruntled who had the means to challenge these policies was small. All of that changed during the buildup to the recent political season.

Not withstanding the fact that the admissions system was working quite well, it was politically defenseless. Who would have thought to build up political defenses for such a benign and worthwhile enterprise? Lacking institutionalized defenses and well-mobilized defenders, the system was ripe for political exploitation. Sensing political passion among those who perceived themselves, or people like themselves, to be aggrieved by the *selection* process, political elites launched a mass movement against which responsible educators were both unprepared and perhaps inherently defenseless. In either case, the pace of the growing political firestorm was such that rational dialog seemed all but precluded in the context of heated thirty-second appeals to emotion. Neither the politically appointed Board of Regents nor the public at large had any patience with the ponderous and some times inarticulate attempts of professional educators to make the case for the existing process or for rational adjustments to it. As is often the case, political passions called for all-or-nothing, overly simplistic solutions that by their very bluntness obscured all of the subtleties wherein educational growth normally occurs for students at all levels of ability and performance.

During the political season of the last four years, charges and counter charges, some founded in fact, many founded in irrelevant facts, half truths, or even outright falsehoods, were hurled between political factions. Political identity and political territory became the pertinent criterion for action. The critically wounded innocent bystander was sound educational policy and its effect on the long term social and economic health of the State of California. In that fracas, neither side questioned the fundamental validity on which the assessment of eligibility had been based. The sad fact, in our view, is that while the overall policies guiding the admissions enterprise were fundamentally sound, as we have attempted to described above, there were several erroneous practices used in the

process of determining who was eligible for UC admission. We now turn to those practical errors.

There are two fundamental practical errors in the way of determining who is eligible for admission to the University of California:

a) What constitutes an acceptable operational definition of the top 12.5 percent among the state's high school graduates?

b) Is there any scientifically valid reason for using SAT scores to deny admission to anyone?

In effect, the new crisis currently facing the University of California is: How to redesign a politically acceptable, yet educationally sound, admissions policy that results in a student population that adequately, if not entirely fairly, represents the state's population so that the university may meet its institutional responsibilities toward future generations of Californians?

Crisis is not necessarily bad. Crisis can produce what now appears to be a moment ripe for fundamental change based on reexamination of basic assumptions. Effort is underway to consider new elements for supplemental criteria such that the admissions process of the last three decades might remain essentially intact while at the same time continuing to incorporate so called non-traditional populations into the student population. While we are not opposed to these activities, we view this course of action as akin to hand wringing about whether to paint the canoe green or brown whereas the creative energy needed is of the magnitude of inventing an airplane. We are not at all opposed to the formulation of new supplementary criteria and to the expansion of outreach efforts. What we wish to avoid is a return to the complacent condition wherein such modest and ineffectual programs are seen as the only reasonable course of action. Worse yet, we wish to prevent a condition that perpetuates the class-biased fiction that the university is doing the best job it can do to create opportunities for working- and lower-class youngsters regardless of race or ethnicity.

Accordingly, there are several key assumptions that guide the proposal we make below.

The main assumption is that much of the current political embroilment is a result of the fact that the University of California has never actually focused on its mandate to provide access for the top 12.5 percent of high school *graduates*. Rather, from its inception, the university has focused its admissions procedures on the much more privileged population of *applicants*. Whether knowingly or not, whether intended or not, we believe this focus on *applicants* has produced a system of institutionalized discrimination that neglects any direct responsibility by this public university to the public high schools of the state, and, more over, in subtle but powerful ways works against students from working- or lower-class families. Consequently:

1. A sizable number of *public* high schools in this state send very few of their graduates to the University of California.

BEST COPY AVAILABLE

2. Perhaps without official intention to do so, current university policy in fact gives preference to applicants from private high schools, in a wide array of subtle but powerful ways, reducing the motivation to apply by students from certain public high schools.

3. Barriers to access into UC that exist for disadvantaged students aren't overcome simply by so called outreach programs that are in effect little more than an advertising effort for better public relations.

4. New admissions policies currently being designed by the university in response to the events of the recent political season [Proposition 209 and Regent's SP-1, SP-2] are likely to make the *application* process more complex, requiring that applicants have even more sophistication in order to gain entry, thus increasing not decreasing the barrier to certain types of students and types of public high schools. Such barriers discourage application from students without widespread economic and institutional forms of assistance to guide them through the process.

5. The use of SAT test scores creates a set of, perhaps officially unintended, preferences based on race and class. There are widely known biases in these tests that favor those who can afford costly private coaching, but who are far less endowed with natural ability and/or potential for educational growth.

AN ADMISSIONS EXPERIMENT

We propose that the university institute a long-term experiment of about a decade. The experiment would have two admissions components:

Round One: Automatic Admission

The key feature of this experiment is that the locus of the first round in the admissions process would be removed from the eight campuses of the University of California and placed out within each and every *public* high school in the state. Annually the top 6 percent of graduates from each and every individual *public* high school in the State of California would be directly offered admission by University of California, without the graduate even making application.

At each *public* high school, the top 6 percent would be determined solely on their academic performance in courses previously certified by UC as prerequisite for admission.

Each campus of the University of California would draw up a catchment area and/or a catchment list of *public* high schools in the state for which it declares itself to have particular responsibility and from which it seeks applicants (lists might overlap to some extent within large metropolitan areas as well as for remote high schools from which campuses might wish to have students with rare backgrounds and experiences, e.g., farming).

Each *public* high school would certify to the university a ranking of its graduates according to their individual record in university-required courses. The BOARS, assisted

by faculty teams from relevant campuses, would continuously monitor the proper conduct of those courses and the quality of instructors and administrators at those schools.

The top 6 percent among graduates from each individual local public high school would automatically receive a certificate of admission from the University of California. These public high school graduates would thus be entitled to attend any campus of the University of California that listed that particular public high school on its catchment list. While these students would still be required to take the SAT, the score obtained would be used only for subsequent research purposes and *not* for purposes of admission. Only their academic performance in prerequisite courses at the local public high school would be considered for direct automatic admission from the public high schools.

Students thus admitted in Round One of the admissions process would be required to declare by a *certain date* their intention to attend a particular campus. Prior to expiration, the certificate of admission would guarantee *automatic* admission to *any one, but only one,* UC campus listing the student's public high school on its catchment list. Past the expiration date, the certificate would be worthless: if the student then chose to apply to any particular UC campus, the only alternative would be to overtly submit to the possibility of rejection in the *selection* process of that campus.

Round Two: Selective Admission

Round two, the *selective* portion of the UC admissions process would remain located where it has been all along, at each of the eight campuses that offer undergraduate education. Within two to four weeks following expiration of certificates of admission, each campus would have accurately determined the number of remaining places available for the following year's entering class.

The remainder of available places for the entering class at each campus would be filled by selecting from among the several levels within the *applicant pool to that particular campus.*

Classification into levels within the applicant pool would be determined through procedures used during the last several decades, as outlined above, absent race, ethnicity, and gender if the courts uphold exclusion of these from consideration.

Notice that the *applicant pool* for each campus would now include graduates from private high schools, including religious schools. Moreover, *public* high school students who had previously received, but chose not to use, a certificate of admission would now be free to apply to the campus of their choice and undergo the possibility of rejection in the selection process. Presumably, a campus that did not list a particular high school in its own catchment list, might nevertheless have particular interest in applicants that had previously been granted automatic admission to another campus; but for any number of reasons such applicants might nevertheless not be selected as each campus seeks to *compose* its entering class. Thus, a superior public high school student might decline automatic admission to another campus in order to apply to UCB or UCLA, but would do so knowingly putting her/himself at risk of being rejected. The openness of this process would have a salutary impact on all concerned. The willful and explicit rejection of

BEST COPY AVAILABLE

automatic admission and knowing submission to the selection process would help all concerned avoid emotional resort to incorrect assumptions and erroneous information about who is admitted and who is not. Some new rules would have to be developed. For example, campuses for which there is a high demand might be precluded from special recruitment of students within the top 6 percent at public high schools not in that campus catchment list. Campuses that do not experience such high demand, might be permitted special recruitment among the top 6 percent at schools not on their own catchment lists. However blunt our measuring instruments, the end result would probably be that those presumed to exhibit talent, by these procedures, would become more evenly distributed among the several campuses. Moreover, each campus would have more accuracy in predicting the number of spaces to be filled by selection as well as more flexibility in making educational judgments concerning the balance among desirable qualities in composing the entering class.

WHAT CAN SUCH ADMISSIONS ENTITLEMENT ACCOMPLISH?

After allowing for some time lag in population shifts, it is safe to say that *public* high schools are built at or near concentrations of population within the State of California. As the density of the State's population shifts so goes the construction and utilization of public high schools. Moreover, as the composition of the state's population changes (by whatever characteristic: ethnic, religious, occupational, etc.) so too does the student population within any particular high school. Thus, automatic admission for the top 6 percent within *each and every individual local public* high school of the State of California would ensure a certain degree of diversity within the undergraduate population of the University of California and by consequence in the future social and economic leadership of the state.

The most obvious effects of this proposal would be that each and every public high school would provide the top 6 percent among its graduates equal access to the University of California. This would eliminate differences among public high schools by virtue of geographic location, wealth or ethnicity of the local population, etc. In particular, it would recognize the special obligation of the State of California to the entire population of the state, by making it a matter of public policy to assert a special linkage between the public school system that used to be and the public university that continues to be the pride of taxpayers in the state. Moreover, it would extend direct access to a considerable number of public high schools that have historically not had access to or at least have not sent any of their graduates to the University of California. In the short run, this proposed procedure may or may not have much impact on the number of Latino and African American public high school graduates that enter the University of California. In the long run, racial and ethnic considerations would be made irrelevant. The reason being that each local public high school would have tremendous professional incentives among their administrators and teachers to prepare students to qualify for automatic admission. For reasons including pride in their own community, there also would be tremendous incentives for both parents as well as local business persons and community leaders to instigate practices that would enable their local public high school to claim its full potential of certificates of admission. It could reasonably be anticipated that such

improvements would lure back into the public high schools those among middle-class parents who previously enrolled their children in private schools as a means of increasing their chances of admission into the University of California.

Community development, in the deepest, broadest, and most important sense, namely in terms of human resource development would be institutionalized in virtually every locale around the State of California. Public high schools that had previously given up on ever teaching courses considered prerequisites by UC because so few if any among their students were likely to be admitted, would now have major incentives to institute such courses, hire teachers capable of teaching those courses well, and collectively garner the prestige and good will bestowed upon the local school by a community energized by its local potential through the guarantee of admission upon demonstrated performance. Local teachers would have incentives to go the extra mile to prepare their able students. The admission entitlement program could galvanize school staffs, parents, and community leaders; as numbers of their students became UC students and alumni, the promise of access to high quality higher education would reverberate to those locales where such a broad sense of hope has been lacking in the past.

As each UC campus identifies a set of high schools that become automatic feeders into their student population, there is an ever increasing potential for closer cooperation between those schools and their corresponding UC campus. Such direct linkages would encourage both campuses and schools to develop additional programs to achieve higher levels of preparation for their college-bound graduates. It is important to realize that once a local public high school, in a sense, *tools up* to serve the top 6 percent among its college bound students it will by that very fact also do a huge academic service to all other students, whether college bound or not. Students from feeder schools to particular campuses, on catchment lists for those campuses, might be invited for special visits to these campuses where special, more focused and targeted outreach efforts might be facilitated. Most important, specific campuses could be held publicly accountable for the educational well being of particular public high schools. Each campus on whose catchment list a particular public high school is listed could be annually evaluated on the type and quality of assistance rendered to that school.

Within limits, a possible extension of this proposal might include granting a larger number of certificates (beyond the top 6 percent) to schools that showed substantial progress in development of college preparatory and advanced placement curricula for a broad sector of their student population.

Thus, providing a reserved special place to *public* high school graduates could be significant step toward strengthening public education generally. Some, perhaps many, middle-class families might be induced to consider staying in or returning to the public schools; to engage in parent-school and community-school efforts to improve public schools, rather than abandon them. For us, such a preference makes moral, political, and economic sense. The University of California from its inception was conceived as an institution that would serve *all* the people of the state, not to give preference to those already blessed by economic privilege. Hence the university ought to be allied with the public education system. Elsewhere, in a separate publication, we will demonstrate how

BEST COPY AVAILABLE

current admissions policies constitute *institutional discrimination* in favor of private high-school graduates. Such practices should be discontinued not only on moral grounds of inherent unfairness, but because it is politically and economically wise for the State of California to have well-educated leadership in all sectors of its population.

Will the State Legislature's explicit goal, of having the student population at the University of California reflect the full ethnic and economic characteristics among high school graduates, be fulfilled by our proposal? We do not know because accurate and pertinent information is not now developed on the basis of local high schools. The proposed system would instigate the development of such data. What is certain is that our proposal will result in each future entering class being more representative of the full range of California's *public* high schools.

However, we must guard against the so-called ecological fallacy. Just because all public high schools will, as institutions, be themselves represented, does not mean that all types of individual students (by race or ethnicity for example) will also be represented. Even high schools whose students are predominantly of minority or economically disadvantaged background, may still have a disproportionate number of particular ethnic and/or privileged economic groups among the top 6 percent. Especially in the short run this may be a problem. However, we are firmly of the belief that in the long run these imbalances will work themselves out as local students, parents, neighbors, business and community leaders as well as teachers and administrators recognize their capacity to assist the advancement of local youths. We believe that providing a certificate of admission, with a time-limited guarantee to specific UC campuses, will have a galvanizing psychological effect on the large number of currently UC eligible black and Latino students who currently do not apply. Perhaps more importantly, it would provide realistic, near-at-hand incentives for the very much larger number of minority and economically disadvantaged students who would be eligible to enter the university except for the fact that they do not prepare themselves because they either a) do not have access to the full range of courses required for UC admission or b) are discouraged from even trying by a wide array subtle and not so subtle messages.

RESEARCH BENEFITS TO A RESEARCH UNIVERSITY

We make this proposal in a spirit of experimentation. Indeed, establishment of a two-tier system of admissions (round one and round two) sets up conditions for a natural field experiment. Researchers might systematically compare the academic performance registered at the university by students who came in, regardless of SAT scores, through round one admission with the performance of certificates and those who were admitted using the conventional index (combining grades and SAT scores). For the first time, ever, anywhere, we would have a continuing longitudinal field experiment to reveal the actual value of using the SAT as either a diagnostic and/or admissions tool. For example, for successive classes graduating from the university, it would be possible to assess the statistical association between SAT score and academic performance *separately* for those who entered the university regardless of SAT scores as compared to those who entered, at least in part, on the basis of SAT scores.

We hereby make a prediction, a working hypothesis, to be empirically validated by years of subsequent research from this natural longitudinal field experiment: The SAT will be demonstrated to be a fraud!

The proposal we make here will create a promising research opportunity for understanding both the value and limits of the SAT. We know that this tool is biased by the socioeconomic class of the test taker. We know that public schools cannot afford to *teach the test*, that is provide the necessary coaching, to their students that can increase a score by as much as 400 points, whereas such coaching is routinely available to private school students. We know that SAT scores account for only a very small proportion of the variance in grades for the first year of college. We know that SAT scores account for none (0) of the variance in grades for the second, third, and fourth year in college, nor for college graduation. Likely, it doesn't account for success in life thereafter either. We know that the taking and administering of the Scholastic Aptitude Test is a huge industry; encompassing as it does a huge population of highly salaried employees and many volunteers as well as a huge population of providers of training for test-taking skill. We know that this industry survives by the fees that test-takers and their parents pay. We know that the SAT is provided free of charge to colleges and universities. We know that if colleges and universities were to have to pay for the use of the SAT, they would have to provide to their Board of Directors (Board of Regents) and to State Legislatures demonstrable evidence that the test was worth the money paid for it, that it could in fact predict what it claims to predict. We know that if college and universities were to pay for the SAT many individuals, ourselves included, would sue institutions using public funds to pay for a service that can be said to be fraudulent because there is no credible evidence that it can predict what it purports to predict.

CONCLUDING REMARKS

Our aim in circulating this proposal is to provoke examination of some key assumptions that guide UC admissions. We want to draw into this discussion all who feel a responsibility for our children's future and for the future of the University of California by inspiring a common effort to increase hope and confidence among California's youth, both the privileged as well as the disadvantaged. Such hope has been undermined by economic uncertainty, by rising costs of education, and by cuts in financial aid. We believe that our proposal will provide to local communities an opportunity to take local action that will keep hope alive.

BEST COPY AVAILABLE

WHAT PROPOSITION 209 MEANS FOR HIGHER EDUCATION

WHAT PROPOSITION 209 REALLY MEANS FOR HIGHER EDUCATION

by

Jack D. Forbes

The passage of proposition 209 was followed by actions against non-whites taken by the University of California. The next day president Richard Atkinson and Provost C. Judson King issued orders which have little to do with the language of 209.

President Atkinson asked the question, "How do we establish new paths to diversity consistent with the law?" while moving to dismantle what remained of UC's efforts at desegregation and ending discrimination. His use of the term "diversity" tells us that he still does not understand that the overcoming of a century of UC's being a segregated white university has to do with desegregation and not "diversity."

"Diversity" has been used by the University in recent years as a way to hire and admit persons ineligible for "affirmative action" (such as overseas-born Asians, recent immigrants of any race or nationality, and so-called "Hispanics" of Caucasian race) and to use the statistics so created to hide the fact that the legal class discriminated against for more than a century (U.S.-born African-Americans, Mexican-Americans, Native Americans, and Asian-Americans) may not have had its numbers increased in the last twenty-years to any significant degree.

Provost King ordered UC campuses to suspend the use of "race, ethnicity, sex or national origin as one of the supplemental criteria used to select admitted students from the pool of eligible students." He also went on to suspend any financial aid awards (except federal ones) affected by the same categories and stated categorically that "the University no longer may utilize race, ethnicity, national origin or gender as factors... " in any "campus-based programs", and he added "religion" to the above list as forbidden terms in relation to any "future eligibility

determinations."

In July 1996 the UC Regents adopted a series of rules which forbid the use of race, ethnicity, sex or national origin in the admission and hiring processes. But the Regents are not a constitutionally-independent body and their actions are subject to the California and U.S. constitutions. Proposition 209 is superior to the Regent's rules and the University must obey the former and not the latter if they are in conflict. They are indeed in conflict.

Proposition 209 says that the University of California (and CSU as well) "shall not discriminate against" African-Americans and other racial, ethnic or national groups. 209 also says that UC and CSU shall not "grant preferential treatment to" Anglo-Americans as well as other ethnicities. These prohibitions require remedies and certain it is that one cannot remedy discrimination against African-Americans (or against a white male) if African-Americaness (or whiteness) is disregarded in the remedy provided. 209 says absolutely nothing about prohibiting the use of racial, sexual, ethnic and national origin categories as a part of the redress of a wrong.

209 nullifies the Regent's rules in so far as the latter totally prohibit the use of ethnicity (or sex) as a criteria for applying a legal remedy. Provost King and President Atkinson are wrong in halting the use of ethnicity because their actions would have prevented a white male from gaining redress in the famous Bakke case. If the litigant's whiteness had been ignored his case could not have even been discussed.

But 209 also requires that preferential treatment not be given to Europeans (Caucasians) or Anglo-Americans or any other group in any aspect of public education. This means:

(1) that the curricula and courses in english, economics, history, political science, philosophy, literature, and every other field be completely revised to eliminate any discrimination or preferential treatment. (This does not mean that each course must be multi-ethnic but that the over-all offerings must give "a level playing field" in terms of the heritages and perspectives of each racial, ethnic and national group and of men and women).

(2) the languages taught in higher education must now include Tagalog, Vietnamese, Armenian, Cantonese, Navajo, Lakota, Cherokee, Hmong, Arabic and every other idiom spoken by a significant group of California residents.

(3) admission procedures must be completely revised to remove any examinations, formulas of assigning a mathematical value to performance, or methods of giving credit for prior work which discriminate against or give preference to any groups. Most likely, this will mean sole reliance on high school grade point averages but with all high schools treated exactly the same (that is, no inflated averages because of advanced placement or honors courses and no "accrediting" one high school while not "accrediting" another one, when race or ethnicity is a factor).

(4) all steps in the recruitment, admissions, and instructional process must be carefully revised to ensure that all ethnicities and national origin groups have equal linguistic and cultural access and that their languages, values and cultures are all represented.

If the community colleges are to be the place where most non-whites must go, then 209 requires that the funding level back of those students be equal to that behind white (or Asian) students attending UC and CSU in grades 13-14 (Fresher and Sophomore).

209 will have a very radical impact on all aspects of the state's colleges and universities. It guarantees a level playing field for all ethnicities and nationalities and that will require immense changes.

Jack D. Forbes is the former chair of the
Native American Studies Department at the
University of California, Davis
All rights reserved by Jack D. Forbes

BEST COPY AVAILABLE

DESEGREGATION, DIVERSITY AND AFFIRMATIVE ACTION IN THE UNIVERSITY OF CALIFORNIA

The so-called affirmative action crisis in the University of California is really a crisis in desegregation. Until after World War II the University was a segregated institution with very few non-white students and perhaps no non-white faculty. This condition changed very slowly until the 1960's when larger numbers of discriminatees (the victims of prior discrimination) began to enter the University.

The segregation of the University was partly due to economic advantages possessed by upper-income white students and partly due to the fact that large numbers of high schools serving Black, Mexican-American, and Native American youth were inferior, being underfunded by the State of California. The segregation of the University was both de facto and de jure since the Regents are an official governing instrument of the State and the admission policies approved by them have the force of public law. For many years the admission policies have discriminated against students from segregated and lower-income high schools (as discussed in my book on U.C. admission policies).

Under various federal civil rights statutes and court decisions (since Brown especially) the University must be desegregated in its student, faculty and staff populations or become ineligible for federal funding and contracts. Has this been done? Probably not, since the numbers of African-Americans, Native Americans, Mexican-Americans, and Asian Americans who are born in the United States remain low in most categories, and especially within the faculty and upper levels of administrators.

At this point it is useful to note that "affirmative action" (yes-doing) in this context refers to the adoption of positive steps to remedy past discrimination and to bring an end to segregation. Providing a remedy for past victims of exclusion is, of course, not the granting of a preference but is, rather, the bringing to an end of previous preferences granted exclusively or primarily to white persons , as well as the remediation of the previous

BEST COPY AVAILABLE

underfunding of non-white and rural high schools through appropriate measures of redress offered to the victims of hostile state action.

It should be noted that the underfunding of non-white and culturally-different group high schools in the State is the concrete result of the refusal of the legislature to guarantee equal and adequate funding for all high schools in the state (as would seem to be required by the Federal Fourteenth Amendment and by Article I, Section 21 of the Constitution of California).

"Affirmative action" also was intended primarily or exclusively for the remediation of past discrimination and is not the same as programs to achieve "diversity." The latter often are open to European, Asian, African and Latin American-born persons who have never suffered any discrimination in the United States and, moreover, may be derived from the upper economic and social classes in the countries from which they have come. They may, in fact, have been discriminators rather than discriminatees in the countries from which they have arrived. This is one reason why the term "Hispanic" is impermissible in affirmative action programs, since it includes European Spaniards, Argentineans of European origin and other ineligible persons.

Federal civil rights and equal opportunity statutes, I would affirm, are directed to the correction of past discrimination. The target for such action is not a race, not a color, not a gender, and not an ethnicity or national origin but rather a group or class of persons of many different ancestries who have been historically denied equality of treatment within the United States. In Virginia, for example, such a group would include all persons defined by law as having to be segregated from white persons, to wit, those having any degree whatsoever of African ancestry or as having one-quarter or more Native American ancestry. Clearly such a legal group constitutes a caste. Individuals within it could be of any color, any "race" (many were in fact more white than non-white), any ethnicity et cetera. While other states passed different laws, in general we can say that the legally discriminated against group virtually always included all persons of one-eighth or more African ancestry, one-fourth to one-half American indigenous ancestry, and often any known degree of Chinese, Japanese or Filipino ancestry. Mexican-Americans were segregated and victimized because of their having Native American ancestry and because of their languages (Spanish and Native American). Puerto Ricans are of mixed Taino-African-European descent.

BEST COPY AVAILABLE

I have reviewed this material to show that the governments of the United States consciously created a victimized, excluded class which did not have any single racial, color, national or ethnic characteristics. It is this caste (which may be labeled non-white, non-Anglo for purposes of simplicity) which the civil rights laws are designed to provide redress to, not to recent immigrants from Taiwan, Argentina, Spain, or Russia, however deserving or needy they may be.

The University of California Regents and administrators are powerless to amend the laws of the United States and thus they cannot do away with affirmative action and equal opportunity procedures unless, of course, the University and Governor Pete Wilson are willing to give up all Federal moneys; or until the Republicans gain control of the White House and proceed to abolish all Federal statutes and executive orders which mandate desegregation in education. Thus when we hear news stories to the effect that the University is abolishing affirmative action we must be on the receiving end of a clever game of deceit; or perhaps someone is trying to persuade non-whites to not even bother to try to apply by creating the impression of a great retreat from the goals of desegregation.

First, I believe that some University administrators began retreating a few years ago on desegregation when the concept of "diversity" was introduced into the jargon of the institution, because "diversity" can be used to avoid a commitment to the original victims of over three centuries of racism and discrimination in the United States and its predecessor colonies. Some even wanted the concept of diversity to replace affirmative action as an operative idea. In the meantime the University's statistics began to be meaningless due to a failure to distinguish between foreign-born persons and US.-born persons. Thus it became difficult, if not impossible, to adequately monitor compliance with desegregation goals for domestic non-whites.

In June, prior to the July Regent's meeting, President Peltason allowed the President's Fellowship program (established in 1984) to be diverted away from its desegregation and gender equity purposes by opening it up to white males. The Fellowship program had been one very useful (and successful) tool for meeting Federal civil rights requirements. It was diverted from its purpose without a single new regulation coming from the Regents.

Similarly, Peltason abandoned the Target of Opportunity-Diversity

BEST COPY AVAILABLE

program which allocated faculty positions (on a very limited basis) to departments which had located extremely outstanding female and/or non-white candidates. This program was to benefit primarily departments which were in need of desegregation (diversification), and, according to Notice of the Academic Senate, was "a tool that some faculty regard as very important for "the recruitment of women and minorities...." Notice goes on to state that what was lost by Peltason's action "is the ability to set aside FTEs to further affirmative action goals."(p.6, February 1996). Again this desegregation tool was lost without any new regential action.

In July the radical Republicans led by Governor Wilson moved to politicize the Board of Regents and to force on the University the same anti-minority stance being adopted by the Republican Party at the national level. By a narrow vote, after a very divisive process, the Wilson-Connerly forces succeeded in passing two regulations, known as SP-1 and SP-2, but, as I have argued elsewhere ("Do the Regent's New Rules Have Any Real Effect On Existing Diversity Categories", on a.a. internet) I do not believe that the language used will have any significant impact on university procedures, unless the Office of the President chooses to use SP1 and SP-2 as a charter for the dismantling of such desegregation efforts as still exist in the institution.

Unfortunately, we are being told by the press and on the radio that Wilson/ Connerly have succeeded in abolishing affirmative action simply by forbidding the use of certain categories such as race and gender. That will only be true, however, if the Office of the President attempts to read into the language of SP-1 and SP-2 interpretations which are not in fact in the regulations. Tragically, I believe that this is what is happening. The latest issue of Notice from the Academic Senate notes that President Peltason established a committee which in turn recommended the taking out of all affirmative action language from the section of the Academic Personnel Manual relating to faculty employment (old APM-035-B1, Notice, Feb. 1996, p.6). The changes were ordered to be effective on January 1 by new-President Atkinson!

What is happening then, is that the Office of the President is itself taking a leading role in the dismantling of programs developed over the years to desegregate the University.

But we hear nothing about the Office of the President's interest in

dismantling admission requirements which favor white males, such as the use of SAT Math scores as a part of the admission profile, or the elimination of high school advanced placement credits which clearly favor the students attending predominantly white high schools which have such programs, or the illegal "accrediting" of high schools so as to devalue the grade point averages of inner-city graduates. In short, the Office of the President gives the impression of using the language of SP-1 and SP-2 in anti-discriminatee ways only, and has failed to see that a prohibition on the use of race, color, gender, ethnicity, and national origin in admissions and in hiring cuts both ways. Not only do non-whites possess these attributes (race, etc.) but so do white people; and therefore every instrument, procedure, and tool which favors the ethnicity and national origin of white Anglo-Americans or Europeans must also be eliminated if it impacts upon the admissions, employment, or contracting processes.

In my judgment, all of the actions taken thus far by the Office of the President need to be rescinded until, at the very least, we are furnished with honest statistics which reflect the actual numbers of US.-born non-whites and women currently found among the students, faculty and administrators of the University. Only then can we discuss whether desegregation efforts have been successful or whether the University still remains essentially a segregated institution in violation of Federal laws and court decisions.

Jack D. Forbes
Professor of Native American Studies
and Anthropology
University of California, Davis
February 20, 1996 in the Year of the Rat

BEST COPY AVAILABLE

NEWS ARTICLES

Contact: Kathy Barton
(909) 787-5185
e-mail: barton@ucrac1.ucr.edu

UCR Admits Record Number of Prospective Freshmen

The University of California, Riverside has admitted a campus record of 8,855 students for fall freshman enrollment, nearly 28 percent more than last year.

The freshman class resulting from that pool could number between 1,800 and 2,200 students, likely pushing total enrollment over 10,000 for the first time in UCR history. Admitted students who wish to attend UCR next fall as freshmen have until May 1 to file their statements of intent to register.

Freshman admissions from all ethnic groups increased -- 41.9 percent for African American students, 13 percent for Asian American students, 13.7 percent for white students, 52.1 percent for Chicano students, 30.9 percent for Latino students and 75.9 percent for Native American students.

UCR, as it has done in the past, admitted all students who met the University of California eligibility requirements, which for next fall's new undergraduates eliminate the use of race, ethnicity and gender as criteria in admission decisions.

"From a campus perspective, this is very positive in terms of UCR's commitment to enroll a diverse student body," said Jim Sandoval, assistant vice chancellor and registrar. "We anticipate these gains will carry over into next fall's freshman class." Over the course of the next month and a half, a number of events designed to further familiarize admitted students with UCR, will be held on campus and at other locations throughout the state, he said.

During the November application filing period, UCR received 18.5 percent more applications from high school seniors than in the previous year, the largest increase of any University of California campus.

Increased outreach efforts to high school students and their parents are believed to be responsible for the surge in applications and the even greater increase in admissions, according to Sandoval.

"We are making students in the state of California more aware of the quality that UCR offers in the undergraduate program," he said.

Among those outreach efforts were more high school visits by UCR student "ambassadors," outreach counselors and Chancellor Raymond L. Orbach to encourage academically excellent students with college aspirations to consider applying to UCR, Sandoval said.

Also, the campus' Guaranteed Admission Program, which puts high school juniors on a fast track toward UCR enrollment, has been expanded from 20 high schools to 200 high schools, resulting in more highly qualified students applying for admission to UCR, he said.

BEST COPY AVAILABLE

UCLA Releases Data on Admitted Freshmen for Fall 1998; Announces Effort to Enroll all Top Students

Date: Mar 31 1998
Contact: Diana de Cardenas dianadec@support.ucla.edu
(310) 206-1464

UCLA announced today that approximately 10,600 prospective freshmen have been mailed letters of admission for fall 1998. Data show that the admitted freshman class is the strongest academically in UCLA history.

Acknowledging that the implementation of Proposition 209 prohibiting the consideration of race, ethnicity or gender in admissions has had a marked impact on the outcome, Chancellor Albert Carnesale reaffirmed the university's commitment to diversity as an important component of UCLA's academic excellence. He called on UCLA students, faculty, alumni and friends to assist in recruiting all admitted students to enroll for the fall.

"We are thrilled to welcome this extraordinary accomplished group of young scholars to UCLA," said Carnesale, "and want them to know that in addition to receiving an outstanding education here, they will benefit from the tradition of excellence and diversity which has distinguished UCLA as one of America's finest universities."

Students admitted for fall 1998 had an average GPA of 4.19 and SAT score of 1,324, compared with last year's mean Grade Point Average of 4.14 and 1,302 SAT score. Moreover, admitted students took an average of 16.8 honors and advanced placement courses, an increase from last year's average of 15.8.

The 1998 freshman class was selected from a record 32,600 applicants -- the highest number of any university in the nation. Of those admitted, UCLA expects to enroll about 3,850 for the fall freshman class. The deadline for admitted students to indicate their intent to register is May 1. "Students whose achievement is at the level of this year's applicants have options to go many places," said Rae Lee Siporin, director of Undergraduate Admissions and Relations with Schools. "Accordingly, we have admitted more students than we expect to enroll." This year, UCLA admitted a total of 1,327 applicants identifying themselves as either African American, Chicano/Latino or American Indian, compared with 2,066 for fall 1997 -- down 739 students.

"I am concerned that some segments of our community will be inadequately represented in this freshman class," Carnesale said. "We take very seriously our responsibility to prepare leaders from and for every segment of the community."

Among African Americans, there was a 42.6 percent decrease in the number of students admitted to UCLA. Of the 1,331 African Americans who applied for fall 1998, 280 were admitted. For fall 1997, 1,349 African Americans applied

BEST COPY AVAILABLE

and 488 were admitted. Of the 4,063 Chicanos/Latinos who applied for this fall, 1,001 were accepted. Last year, 3,711 Chicanos/Latinos applied and 1,497 were admitted to UCLA.

This year, 194 American Indians applied to UCLA ; 46 were admitted, a 43 percent drop from fall 1997 when 157 American Indians applied and 81 were admitted.

The number of self-identified Asian Americans admitted to UCLA increased by less than 1 percent. In this group, a total of 11,479 applied and 4,187 were accepted for fall 1998. Last year, 11,473 applied and 4,154 were admitted.

Data show that the number of self-identified white/Caucasians admitted to UCLA declined by 174 students, or 5 percent. This year, 9,488 applied and 3,209 were admitted, compared with last year's 9,610 applicants of which 3,383 students admitted.

Data also show a dramatic increase in the number of applicants who choose not to state their race or ethnicity. The number in this category nearly tripled, from 1,326 last year to 4,264 for fall 1998. This year, UCLA admitted 1,463 from this category, compared with 569 in fall 1997.

"The increase of applicants in this group makes it difficult to calculate precisely the ethnic breakdown of admitted students," Siporin said. "However, in the past, most of those who have chosen not to declare their race have been either Caucasian or Asian American."

Carnesale expressed disappointment with the number of underrepresented students who were admitted, but noted that minority applicants accepted to UCLA were of remarkably high quality. "These are students who have outstanding academic records," the Chancellor said. "We must now focus our efforts on encouraging every one of them to come to UCLA." During the month of April, the university will undertake extensive outreach efforts throughout the state to enroll all admitted students and especially those from under-represented minorities. Among the many scheduled activities are high-school visits by senior UCLA officials; telephone calls to admitted students by UCLA students, faculty and alumni; day-long introductory programs on campus for top students and their parents; receptions hosted by the various alumni organizations; and an overnight program for students in Northern California. In addition, UCLA will host a two-day Spring Conference for Freshmen, targeting primarily underrepresented admitted students. Comprising the conference will be workshops on financial aid, information on campus counseling and student retention programs; and overviews of the extensive academic and social opportunities available at UCLA.

For more information, call (310) 206-1464.

-UCLA-

ADMIT167

BEST COPY AVAILABLE

OFFICE OF PUBLIC INFORMATION

101 SPROUL HALL, BERKELEY, CA 94720-4202
(510) 642-3734 FAX (510) 643-7461
http://www.urel.berkeley.edu/release

3/31/98 — File #14733
Contact: Jesús Mena or
Gretchen Kell
(510) 642-3734

UC Berkeley announces record number of fall 1998 applicants, but sees drop in percentage of admitted African Americans, Chicanos, Latinos and American Indians

FOR IMMEDIATE RELEASE

Berkeley -- In the most competitive admissions process in the history of the University of California at Berkeley, the selection of the fall 1998 freshman class is nearly complete. So far, 8,034 individuals — selected from a record 29,961 applicants — have been offered admission for the coming school year.

UC Berkeley is the most selective public university in the country, with only one in four applicants — less than 27 percent of all who apply — being admitted for the fall semester. Because in recent years more students than anticipated have chosen to enroll, the campus made 416 fewer offers of admission for fall 1998.

The admissions office recently mailed the letters of acceptance, and many students already have received their news. Campus administrators project that 3,485 of the admitted students will enroll in August.

During the past few years, a special faculty committee has revamped UC Berkeley's admissions policy. In compliance with Proposition 209 and UC Regents Resolution SP-1, the new policy does not consider race or ethnicity as factors in the admissions process.

With almost half its applicant pool made up of individuals with a 4.0 or higher grade point average, UC Berkeley has been moving toward an admissions process that can better distinguish one bright applicant from another. Under the new process, the academic and non-academic accomplishments of each individual applicant are examined carefully, as well as the context in which

BEST COPY AVAILABLE

those successes were achieved. Each application receives at least two in-depth readings, each by a different person.

The racial and ethnic composition of the fall 1998 freshman class will differ significantly from that of last year. African Americans, Chicanos, Latinos and American Indians together comprise 10.4 percent of the total pool of admitted students — a 54.7 percent drop from the proportion of underrepresented minorities in 1997.

UC Berkeley Chancellor Robert M. Berdahl expressed serious concerns about the drop in African Americans, Chicanos, Latinos and American Indians.

"I am disappointed that our entering class will not better represent the impressive diversity that distinguishes this state," said Berdahl. "We know from our own experience that a great many of the underrepresented minority students who were not offered admission would have succeeded here and would have contributed to the excellence of this university."

Berdahl added, "For the past decade and longer, California's high school students from all backgrounds and ethnicities have had a reasonable hope of attending UC Berkeley. Now our job is to build a new foundation for preserving that hope in a new environment."

Many of the high-achieving minority students who would have been admitted in previous years now will attend other prominent institutions of higher education, he said.

"I believe this will be a loss to Berkeley, and, if they leave the state, for the future leadership of California," said Berdahl.

With fall 1998 admissions basically complete, Berdahl said, "This campus intends to do all that is possible to encourage African American, Chicano, Latino and American Indian students who have been admitted to enroll at Berkeley. I will personally phone as many of these students as I can, and I am asking our faculty, staff and student leaders to join me in this effort. In addition, I will be visiting high schools in the state to urge all students admitted to Berkeley, and especially students of color, to become part of our learning community."

The most substantial decline is among African American students admitted to the campus. They comprise 2.4 percent of the total pool of admitted students — a decline of 64.3 percent from the proportion of underrepresented minorities admitted last year. A year ago, 562 African Americans were

admitted to UC Berkeley for the fall semester. This year, 191 African Americans are being offered admission.

Chicanos make up 5.5 percent of the total pool of admitted fall students — a 56.3 percent drop from 1997. Last year, 1,045 Chicanos were admitted, as compared with 434 Chicanos admitted for fall 1998. The 166 Latinos admitted to UC Berkeley for fall 1998 comprise 2.1 percent of the total pool of admitted students — a decrease of 21 percent from last year. In 1997, 221 Latinos were admitted to the campus.

American Indians represent 0.3 percent of the total pool of admitted students for fall 1998 — a decline of 58.9 percent from 1997. There were 69 American Indians admitted for fall 1997, compared to 27 American Indians for fall 1998.

UC Berkeley also has admitted another 2,475 students to the spring 1999 semester. Of these students, 336 — or 14 percent — are African American, Chicano, Latino or American Indian. This is an increase over the 8.7 percent of spring 1998 admitted students who were underrepresented minorities.

Thus, African American, Chicano, Latino and American Indian students make up 11.3 percent of the total pool of admitted students for fall 1998/spring 1999, compared to 20 percent of the total pool for fall 1997/spring 1998. The campus admits new freshmen for spring because significant numbers of UC Berkeley students graduate in December, at the end of the fall semester.

In the overall pool of admitted students, the proportions of whites and Asian Americans rose this year.

Asian American admitted students comprise 38.3 percent of the total pool of admitted fall students, a rise of 7.7 percent from fall 1997. Last year, 2,925 Asian Americans were admitted to UC Berkeley. This year, 2,998 Asian Americans were offered fall admission.

White students are 34.2 percent of the total pool of students admitted for fall 1998, an increase of 3.2 percent from fall 1997. Last year, 2,725 whites were admitted to UC Berkeley. This year, there are 2,674 whites admitted.

On their fall 1998 applications, a record percentage of admitted students —15.8 percent , or 1,237 individuals — declined to state their race or ethnicity. This is an increase of 162.2 percent over last year. ###

April 1, 1998

The Sacramento Bee

Black, Latino admissions fall

Big drop-off at Cal, UCLA

By Brad Hayward
Bee Staff Writer

BERKELEY – Providing perhaps the most dramatic illustration yet of the effects of eliminating affirmative action, the two largest and most selective University of California campuses have admitted substantially fewer African Americans and Latinos this year than last, UC officials announced Tuesday.

UC Berkeley, the flagship UC campus and arguably the nation's most prestigious public university, accepted 66 percent fewer African Americans and nearly 53 percent fewer Latinos for this fall's entering freshman class. Admissions fell slightly among whites and rose slightly among Asian Americans.

At UCLA, meanwhile, nearly 43 percent fewer African Americans and 33 percent fewer Latinos won freshman admission under the university's new race-blind policies. Five percent fewer white students and

Please see UC, back page, A16

BEST COPY AVAILABLE

Continued from page A1

about 1 percent more Asian American students were accepted.

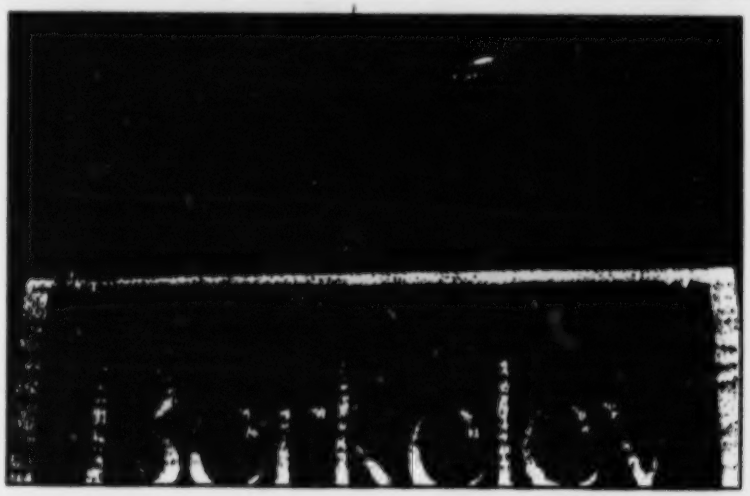
Both campuses saw steep increases in the number of students who declined to state their ethnicity. But university officials said they believe many of those students are white or Asian American – based on historical trends and on the fact that UC applications from self-identified white and Asian American students fell this year, while applications overall increased 8 percent.

Campus officials, forced to abandon race-based selection criteria by the UC Board of Regents and by voter-approved Proposition 209, were gloomy at the fall admission results.

"I am very disappointed our entering class will not better represent the impressive diversity that distinguishes this state," said UC Berkeley Chancellor Robert Berdahl. "A great many of the underrepresented minority students who were not offered admission here would have succeeded here and would have contributed to the excellence of this university."

But backers of the state's new race-blind policies said the results simply reflect who is and isn't prepared for an elite college education. They noted that two of the less selective UC schools, Riverside and Santa Cruz, actually have seen increases in minority admissions.

"This is the academic market correcting itself, with students going where they are the most competitive," said UC Regent Ward Connerly of Sacramento, who spearheaded the drive to bar consideration of race in UC admissions.



Associated Press photograph

UC Berkeley Chancellor Robert Berdahl said Tuesday he was "very disappointed" at the drop in minority admissions.

"Don't think that the solution is to say, 'We made a mistake, let's put affirmative action back in place.' We now know that for every person we've admitted under affirmative action, we've been turning away someone else who's more competitive for that slot."

A more complete picture of UC admissions will emerge when the students who have been accepted to more than one school decide where to actually enroll.

Before this year, UC campuses gave extra points in the admissions process to African Americans, American Indians and Latinos, who are considered underrepresented in the pool of high school students who meet the UC system's minimum academic qualifications.

With that tool now gone, UC is placing more emphasis on identifying socioeconomic or educational disadvantages that place an applicant's academic performance in a larger context.

But at least 50 percent of the students admitted to each campus are selected on academic criteria alone.

UC Berkeley accepted 8,034 of its 30,000 applicants, with the goal of enrolling a class of about 3,500. Of the admitted students, just over 37 percent are Asian American, about 33 percent are white, nearly 8 percent are Latino, and more than 2 percent – 191 students of the 8,034 overall – are African American.

Also, 27 American Indians were

Los Angeles Times
Article Date: APR - 2 1998

Set Up a Lottery for UC's Top Applicants

■ Education: SAT points and GPAs favor affluent students. Changing the ground rules would help minorities compete.

By RONALD TAKAKI

Only 191 African American and 600 Latino students have been admitted to UC Berkeley for fall 1998; together they total only 10% of the admitted class, down from 23% for 1997. At UCLA, the number of African Americans admitted dropped 43%, Latinos 33%. Yet these students come from communities that compose close to 40% of the state's population.

Largely overlooked in the discussions over this disturbing decline in minority admissions is the fact that, at Berkeley, 800 of the rejected African American and Latino applicants had 4.0 grade point averages.

With perfect grades, why were they not admitted?

The answer is clear. They were not as "competitive" as the students with higher GPAs and higher SATs.

Students can achieve a GPA beyond 4.0 by taking advanced placement courses and receiving a top score of 5.0 for such courses. However, this method of measuring merit favors those students who attend suburban schools, with the financial resources to offer an abundance of AP courses.

The use of the SAT also constructs an uneven playing field for minority students. SAT scores correlate with the family incomes of students. Students from wealthier families can afford to take the exams several times and also to enroll in expensive SAT preparation courses.

'UC's most competitive campuses have such an immense and eminently excellent pool of applicants that they can simply take the top third, for example . . . [and have] a lottery.'

These two unfair ways of evaluating applicants undermine equality of educational opportunity for minorities. Affirmative action was designed to help level the playing field. But until Proposition 209 can be overturned, what can be done?

The university can eliminate the awarding of bonus points to AP courses. Like colleges and universities that have abandoned the SAT requirement, UC can also abolish dependence on or give significantly less weight to the SAT.

Moreover, UC's most competitive campuses have such an immense and eminently excellent pool of applicants that they can simply take the top third, for example, give numbers to those students and let a lottery do the choosing. This admission procedure would be blind to race, but would open equal educational opportunity to African American and Latino students with a 4.0 GPA. These academically outstanding minority students would be selected randomly along with students who are advantaged by high family incomes and wealthy school districts.

These changes in the admissions procedures would not enable the university to recover the diversity it had before Proposition 209, but such improvements would offer constructive ways for UC to pursue its commitment to serve all of the peoples of California.

Ronald Takaki is a professor of ethnic studies at UC Berkeley and author of "A Different Mirror: A History of Multicultural America" (Little, Brown, 1993).

BEST COPY AVAILABLE

The Oakland Tribune.

Article Date:

APR 2 1998

Taking a step back

THE news was not unexpected but that didn't soften its devastating blow. The number of African-American, Latino and Native-American students admitted as freshman to the University of California at Berkeley dropped by more than half. In the first class affected by Proposition 209, the number of African-American students admitted fell by 64 percent; Native Americans by 58 percent and Latinos dropped by 56 percent.

The actual class will be even less diverse. Most of the students admitted to UC Berkeley were also admitted to top universities around the country and many will chose to go elsewhere. More than a few will make the decision based on the lack of diversity at UC campuses and a perception they are unwanted.

African-American, Latino and Native-American students together will make up less than 10 percent of the incoming class; last year those groups comprised 23 percent of the admitted students. The campuses at UC Irvine, UC San Diego and UC Davis reported similar admission figures.

Is this what the Californians who voted for Proposition 209 had in mind? Are Gov. Pete Wilson and his accomplice Ward Connerly satisfied?

Underlying the lack of diversity is the reality of denied opportunity. African-American, Latino and Native-American students had half the opportunity to attend UC Berkeley they had last year.

A new booklet, "Reaching for the Dream," examines affirmative action from the standpoint of opportunity. It profiles people who were beneficiaries and looks at the state programs threatened by Proposition 209.

One of the more dramatic stories is that of Raquel Arias, a top surgeon and associate professor of gynecology at the University of Southern California School of Medicine. Growing up, she was a good student, but didn't know anyone who had gone to college. High school was "the end of the earth." During the summer and after school, she worked as a farm worker in the San Joaquin Valley. She moved up to one of the treasured jobs in the peach cannery. That was about as high as her sights could aim.

A recruiter for UC Santa Cruz was determined to attract Chicano students to the university. At the insistence of a teacher, Arias filled out an application and to her surprise, was accepted. But the campus was like another world to her. She'd only been in an elevator once; she had never seen a crosswalk. She stuck it out and went on to UC Berkeley's School of Public Health and the University of Southern California's School of Medicine. After she finished her residency, her first job was at a clinic serving the community where she grew up.

There's also the story of San Francisco Police Chief Fred Lau, who literally stretched himself to try to gain the extra 3/4 inch needed to qualify for the department. Of Cecilia Blanks, a community college teacher and counselor who got through school with the help of Extended Opportunity Programs and Services. And of Debra Tudor, who was informed she was hired to help build the Moscone Convention Center because "We have to hire a woman."

Neither Arias, Lau, Blanks nor Tudor would be where they are today without affirmative action programs. And the communities where they work wouldn't have the benefit of their service.

In addition to the programs that helped them, a score of programs are under attack, including one to help Native-American students in rural areas and a scholarship and loan fund for Africa-American, Latino and Native-American students accepted in health professional schools.

Affirmative action was about opportunity. We are now seeing a glimpse of a society with limited opportunities. And it looks disturbingly familiar.

Brenda Payton's column appears on Tuesdays, Thursdays and Sundays.

BEST COPY AVAILABLE

TRB®
FROM WASHINGTON

Exam question

Can we live without affirmative action in college and professional school admissions? In a provocative essay in these pages last week, sociologist Nathan Glazer explained why the answer must be no. The difference between black and white performance on standardized tests is so large and so immutable (in the short term) that to institute a color-blind admissions policy—as California and Texas have done recently—results in a student population that almost entirely excludes blacks. And that, Glazer argues, undermines the social and political legitimacy of our elite institutions even more than bending meritocratic standards does.

A clear enough position—and a bold one, given that Glazer was one of the first apostate liberals to challenge affirmative action back in the '70s. Glazer, like most of those who write about affirmative action, pro or con, also offered an account of the *source* of difference between black and white test scores. Plainly, as Glazer noted, it has something to do with lingering effects from 400 years of slavery and systematic discrimination. The contemporary collapse of the inner-city black family and social structure is also important. But what's missing from these familiar explanations is a much more specific sense of how social trends act on the educational experiences of discrete individuals as they prepare for, and apply to, college and professional schools. Yes, even a middle-class black student must bear some extra burden because his ancestors were slaves or because of, say, the lower expectations white teachers often project toward black students. But how does that translate into a lower score when the No. 2 pencil meets the LSAT answer sheet?

One suggestion comes from a fascinating recent story by Frances A. McMorris of *The Wall Street Journal* about the complex interrelationships among race, economic status, and standardized test performance. McMorris reports that some 37 percent of white prelaw students take a prep course for the LSAT; only 28 percent of blacks do. And this percentage difference, while significant, masks the even more decisive fact that whites are much likelier to take top-quality classes from companies like Princeton Review or Kaplan, which typically cost $900 and last six to twelve weeks.

For the most part, black students, even those from middle-class families, can't afford these courses. Or they don't know about them because, reasonably enough, the test-prep companies target their marketing to concentrations of higher-income (mostly white) students. Or blacks are reluctant to attend, knowing that, as a Kaplan official told McMorris, classes "will not have a single black student." Thus, blacks make do with much cheaper weekend courses sponsored by moonlighting college professors or other test-prep amateurs. Since Princeton Review or Kaplan can often increase an applicant's score by seven points on the 60-point LSAT scale, this puts blacks at a real disadvantage.

Of course, this disparity alone cannot account for all, or even most, of the giant test-score differential cited by Glazer. Almost two-thirds of white law applicants do not take any LSAT-preparation classes whatsoever. Clearly the tests are, as Glazer says, objective, and they accurately measure innate aptitude and acquired knowledge—both of which are relevant to later performance in college or professional school. Test preparation is not a magic bullet.

But, just as obviously, the disparity in access to test preparation must count for *something*. That is, Princeton Review and Kaplan charge $900 for a reason. And the reason is that the LSAT and other standardized tests, to some degree, measure a student's ability to take tests. Thorough, expertly taught preparation can raise a student's ability to cope with, and hence succeed on, a particular exam. In many cases, then, test prep can make the difference between getting into a top-flight law school and settling for the second tier.

Princeton Review recently offered a $375 LSAT prep course to a small group of students at historically black Florida A&M. Those who went on to take the LSAT achieved scores equal to the national average for whites. Greater access to test preparation would be "the single most effective short-term effort that could be made to increase the number of competitive minorities," M. Michael Sharlot, the dean of the University of Texas Law School, told McMorris. But the private sector can't meet the need. Kaplan's minority scholarship program has only 50 openings in all of Texas.

The obvious solution, then, is government test-prep aid to minority students, perhaps in the form of vouchers like those currently available for job training. Unfortunately, such a program would raise legal questions. The Supreme Court has yet to rule on the constitutionality of student-aid programs designated for minority beneficiaries only. But it has let stand a Fourth Circuit opinion that overturned the blacks-only Benjamin Banneker scholarships at the University of Maryland. The Fourth Circuit held the program was not narrowly tailored to meet a compelling state interest in promoting diversity or remedying past discrimination—as current Supreme Court doctrine requires. Present-day "societal discrimination" cannot be a sufficient justification, the Court held.

The test-prep example, however, shows how hard it can be to disentangle the effects of past and present discrimination. Is the cash shortage that prevents many African American students from attending Kaplan strictly contemporary in origin, or is it related, still, to the diminished life chances their parents had because of segregation? Are students at Florida A&M getting a first-rate college education or an education still affected by the fact that the school was originally created in the days of state-sponsored second-class colleges for blacks only?

Politically, too, it would be difficult for Congress or state legislatures to vote special scholarships for blacks when plenty of whites could also use aid. In that sense, test-prep scholarships would merely displace the affirmative action battle to an earlier stage in the admissions process.

Still, it's useful to think of this issue in terms of the distinction critics of affirmative action draw between the "bad" kind of affirmative action—quotas—and the "good" kind—measures designed to enhance blacks' capacity to compete with others in color-blind competition. If test-prep aid for African Americans doesn't qualify as "good" by these criteria—especially in states like California and Texas where blacks are being told to compete for spots in school without the crutch of race-conscious admissions—what would?

CHARLES LANE

LEVEL 1 - 23 OF 177 STORIES

Copyright 1998 Times Mirror Company
Los Angeles Times

April 13, 1998, Monday, Home Edition

SECTION: Metro; Part B; Page 5; Op Ed Desk

LENGTH: 605 words

HEADLINE: COMMENTARY;
PERSPECTIVES ON AFFIRMATIVE ACTION;
WILL BROWN FACES AGAIN BE A RARITY?;
AN OVERHAUL IS DUE IN CALIFORNIA'S K-12 PROGRAMS TO COUNTER THE AFFIRMATIVE ACTION CUTBACKS.

BYLINE: JESUS MENA, Jesus Mena is director of media relations for UC Berkeley

BODY:

The adrenaline rushed through me when I saw him heading my way. It was like catching a distant glimpse of your best friend after a 20-year lapse. My pace quickened. Before I knew it, I was running toward him.

He responded in kind. We embraced like old friends. We spoke a mile a minute as we introduced ourselves to each other. After all, we had never met before.

But both of us were Chicanos and neither one of us had seen a brown face in our first two weeks as freshmen at Texas A&M University. The year was 1966 in a Texas where Jim Crow still ruled.

Like me, Luis came from a farm worker family. Each of us had enrolled at Texas A&M with the hopes of breaking into mainstream America. Neither one of us was aware that Chicanos on the campus were but a handful in a sea of more than 20,000 whites. That reality sank in painfully when we arrived.

Not until recently had I remembered that shock I felt then as a 17-year-old freshman. The dramatic drop in minorities admitted to the UC Berkeley and UCLA announced last week rekindled those emotions. The decline had been anticipated, but few of us visualized its full impact until the numbers were released.

For Berkeley, the numbers are especially distressful. Our campus has always prided itself in its diversity. There are many like myself who came to work for Berkeley because it played a key role in opening the gates to opportunity for minority students.

Despite the drop in underrepresented minorities enrolling next fall, our campus remains extremely diverse, and I remain proud to work here. Currently, African Americans, Chicanos, Latinos and American Indians make up 21% of the student population. Although some of these students will graduate next year and proportionally fewer underrepresented minorities will enter as freshmen, their total numbers will remain higher than anything I ever saw when I attended

college in the late 1960s. The fact is that we as minorities have a significant foothold in this premier public university that is essential to our future. The immediate challenge is to preserve the foothold we have at Berkeley and UCLA. In the coming weeks, faculty, students and minority staff members like myself will be working hard to enroll as many of the minorities who were admitted as possible to these institutions.

It is a numbers battle. It is a short-term battle. But it is one we need to win if we are to preserve our options for the long term.

For the long term, the issues lie at the feet of our state public policymakers. The dismal admissions numbers are partially a reflection of the poor academic preparation underrepresented minorities receive beginning in kindergarten. Our state leaders need to initiate an honest public dialogue on the unequal opportunities afforded minorities in the state's public schools. A renewed public investment in K-12 is essential to counter the cataclysmic cuts made over the years.

And until opportunities are equalized for minorities in public schools, our state leaders need to revisit the constraints imposed on UC's admissions process. The fact remains that private institutions like Stanford and Harvard still use race and ethnicity as criteria in their admissions policies and no one would say that they are admitting inferior students. Quite the contrary, their experience mirrors that of UC, where overall academic excellence improved steadily in the period when affirmative action was the law of the land.

If our state leaders are not up to taking these issues head-on then I fear that the experiences I underwent 30 years ago will be repeated in the coming years.

GRAPHIC: PHOTO: JESUS MENA

LANGUAGE: English

LOAD-DATE: April 13, 1998

LEVEL 1 - 24 OF 177 STORIES

Copyright 1998 Times Mirror Company
Los Angeles Times

April 12, 1998, Sunday, Home Edition

SECTION: Part A; Page 1; Metro Desk

LENGTH: 1964 words

HEADLINE: UC CAMPUSES IN FULL-COURT PRESS TO ATTRACT MINORITIES;
EDUCATION: WITH PREFERENCES BANNED, EVEN CHANCELLORS SCHMOOZE TEENAGERS TRYING TO DECIDE WHICH SCHOOL TO ATTEND.

BYLINE: KENNETH R. WEISS, TIMES EDUCATION WRITER

DATELINE: BERKELEY

BODY:

Chancellor Robert M. Berdahl fidgeted with a stack of business cards on his oversized desk as he made cold calls to California's brightest black and Latino high school seniors.

"Congratulations on being admitted to Berkeley," Berdahl told one after another. His pitch always ended with the same bottom line: "We really want you here."

A day later at UCLA, students were working the phones, engaged in a similar courtship of prospective freshmen. "I'm trippin'," junior Aldo Flores told a high school senior. "We really admire you guys. You got in without any affirmative action or anything."

The day after that, UC San Diego recruiter Jaime Velasco took his school's warm welcome literally to the doorstep of a hot prospect, making his second visit to the Los Angeles home of an African American teenager with a 4.1 grade point average. "That's the nice thing about San Diego," Velasco told her, "you get a lot of individual attention."

With the University of California campuses having been able to admit far fewer blacks and Latinos than before the state's ban on affirmative action took effect, they now are mounting an unprecedented campaign to enroll as many of those students as possible.

Thousands of UC students, faculty, staff and alumni have signed up to slow the minority "brain drain."

"We are going to recruit them like you recruit a 250-pound halfback who runs the 40 yard dash in 4.2 seconds," said Assembly Speaker Antonio Villaraigosa.

A UCLA alum, the Los Angeles Democrat has written personal letters to all blacks and Latinos accepted by UCLA and Berkeley and is signing up fellow

legislators to join him in a "call-a-thon."

"My biggest fear," he said, "is that we are going to lose the best and brightest kids to the Ivy League schools unless we do something to get them to stay."

But it's not easy for the public UC campuses to win over these students when the private school competition--whether Stanford and the Claremont Colleges within the state or the historically black colleges and, yes, the Ivy League outside of it--can still embrace affirmative action and liberally offer scholarships to academically talented blacks and Latinos.

College recruiters regularly swoop in from around the country, some of them--UC officials bitterly complain--using California's end to racial preferences like a wedge ("They really don't want you") to pull black and Latino students out of state.

Many competitors also fly promising minority students to their campuses so they can meet friendly students and stroll the grounds during spring blooms.

However much politicians and talk radio debate the merits of affirmative action, these students are the unquestioned prizes of college recruiting--the kind ofsuper-smart minorities that all schools want to count among their alumni in a multicultural world.

UC admissions directors understand the game and this year launched all sorts of efforts to mimic the successful tactics of private colleges: Berkeley mailed a slick videotape last week to 2,000 potential freshmen.

UCLA's Black Alumni Assn. on Saturday offered food, drink and various UCLA souvenirs at a hillside home in Los Angeles to toast African American teenagers sought by their alma mater.

Sizing up the roomful of prospective freshmen, UCLA Alumni Assn. President Peter Taylor said they would be the next generation of leaders to follow in the footsteps of distinguished UCLA graduates: Nobel Peace Prize winner Ralph Bunche, baseball pioneer Jackie Robinson, tennis great Arthur Ashe and former Mayor Tom Bradley.

"When you look at African Americans who made a difference in this state, a majority of them came from UCLA," Taylor said, suggesting that their path to greatness begins in Westwood.

But even in the good years, more than half of all students admitted to UC campuses ignore such rousing talk and decide to go elsewhere. So admissions officers double-book or triple-book each seat.

At UC Berkeley, the most selective of all UC campuses, only 42% of last year's picks agreed to enroll, and the portion of black and Latino students who say "yes" has been a bit lower--about 38%--in recent years.

So Berkeley expects to lose more than half the 191 African Americans and 600 Latinos among the 8,000 students offered admission for the fall. The school hopes that a total of 3,500 students will enroll as freshmen.

At UCLA, officials--who are trying to assemble a freshmen class of 3,850--are braced for similar rejection rates for the 280 African Americans and 1,001 Latinos among its 11,000 admitted students.

If they are going to lose most of these students, however, it won't be for lack of trying.

*

It was late Tuesday, and all employees in the Berkeley chancellor's wood-paneled suite of offices had gone home, except for Berdahl himself.

Nearing the dinner hour--prime time for telemarketers--the man in charge of the 30,290-student institution and its nearly $ 1-billion budget peered down through his bifocals to read the next number on his roster.

"I've discovered that kids don't spend much time at home," he said, punching in the numbers, "and how many areas codes there are in California."

After talking to a parent and a brother, and hanging up on an answering machine, he finally landed a live student. He congratulated her "accomplishment" of being admitted to what many consider the nation's most prestigious public university.

"You've been admitted to Stanford and where else?" Berdahl asked. "Penn? Those are both very good schools. I couldn't say anything bad about either of them. But I've been on four campuses in my career, and no place has the same electricity as this place has. There is no more exciting place to be."

He invited her to come to Cal Day, the campus' upcoming open house, and encouraged her to seek him out and introduce herself.

Half a dozen fruitless calls later, Berdahl had another prospect on the line. He lauded the student for his academic achievements, then popped the question: "Have you decided what you are going to do?"

The chancellor rubbed his forehead while he listened and then fidgeted with a stack of business cards, turning them end over end. "Well, not only is Berkeley cheaper than Pepperdine, but it is a whole lot better place," he said. "But I'm biased about that."

He answered some questions about financial aid, talked up the ranking of Berkeley's business school, then made his closing statement:

"It's tough to get into Berkeley. The competition for admission was really steep. Your admission reveals what a strong student you are--and you would be a strong student here."

*

Four hundred miles south, so many self-appointed recruiters wanted to make calls on behalf of UCLA that its undergraduate admissions director, Rae Lee Siporin, initially refused to release the list of admitted students.

"My fear is that some students will be bombarded and harassed," she told her colleagues at a strategy session.

By Wednesday, though, things were sufficiently under control to have dozens of alumni spend their evenings on the phones at UCLA's alumni center, while student recruiters set up shop in Campbell Hall.

"The best salespeople are those who have been through UCLA or who are going through UCLA now," UCLA administrator Adolfo Bermeo said in a pep talk to the volunteers.

In one office, Johnny Ramirez, a senior with a shaved head and large frame, used polite Spanish he learned as a youngster to talk his way past one senora, who was screening incoming calls for her daughter.

Next to him sat Flores, a junior with a pencil-thin mustache and striking red tennis shoes. He was painstakingly reading from the script prepared by admissions officials, offering his congratulations, etc., until he couldn't stomach one high schooler's thoughts on where he might go in the fall.

"Come on man, Pepperdine?" Flores said. "Come to UCLA, man!"

He went briefly back to reading the script, encouraging the prospect to sign up for an on-campus conference, a reception, a night in the dorm or a personal tour.

"It's free," Flores said, improvising again. "You get a Bruin credit card, and you can eat all you want on campus. If you come here, you are going to get a tour by a student and find out what it's really like. No b.s."

UCLA Chancellor Albert Carnesale will join the telephone campaign this week. He will begin by calling nearly 200 students who have been offered up to $ 5,000 in Blue and Gold Scholarships, which target Los Angeles schools that historically send few graduates to UCLA.

Under Proposition 209, the statewide ballot initiative that banned race- and gender-based affirmative action in admissions, UC officials are not allowed to award scholarship by ethnicity.

But university lawyers note that it is permissible under the law to target minorities in recruitment drives, "to tell them that they are simply welcome to come," as UCLA deputy general counsel Gary Morrison put it.

And UCLA officials make no secret of the fact that most of those eligible for the $ 5,000 grants are black or Latino.

The prospective freshmen have until May 1, the traditional deadline across

the country, to declare which college they will attend. UC officials expect the level of activity to continue to rise as the deadline approaches.

Berkeley and UCLA have major events planned for their campuses. Both chancellors will even venture into some high schools to woo prospective students. Berdahl plans a visit Tuesday to the Los Angeles Center for Enriched Studies, a magnet school.

Yet admissions officials are not sure if the stature even of a chancellor means anything to teenagers who may be more interested in the inside scoop on campus social life.

Berdahl said high school seniors sometimes get tongue-tied when he asks if he can answer any questions about Berkeley. "It's hard for them to immediately understand that 'chancellor' is not my first name," he said.

*

Jaime Velasco turned down the street, hunting for the address of Wendy Dobbs, the African American teenager with the 4.1 GPA.

As UC San Diego's outreach officer based in Los Angeles County, he had been to her house before. But that was in November. In the intervening months, he had visited scores of high schools and homes in his personal campaign to win over students, one at a time.

He had hoped to meet with Wendy and her parents during last weekend's open house on the San Diego campus. He found himself too preoccupied, though, with a van-load of students he ferried to San Diego because they had no other ride.

Now Wendy opened the door wearing a UC San Diego T-shirt. Velasco knew it was a good sign.

"I made my dad buy me this Saturday," she said, tugging at the bottom hem.

Inviting Velasco into the living room, she reported that a tour of UCLA had not overshadowed her rosy memories of a weekend at UC San Diego with "nice, accommodating people who didn't make me feel like a number."

"I didn't know anything about UC San Diego," Wendy said. "It was a UC, so I applied. It's surprising that it is my first choice."

Wendy had been accepted by four UC campuses, but was rejected by a fifth, Berkeley, the school she had considered her favorite last fall.

"I don't even talk about Berkeley," she said, raising her palms as if to signal a halt in the conversation. "It's not that great."

For the next hour, the two, joined by Wendy's parents, Clifton and Carol, talked excitedly about the San Diego campus' gorgeous sports complex, about when to declare a major, and whether Wendy should try for a single dorm room or accept a double with a roommate.

"Pretty rough place to live, right?" Velasco joked.
"Yeah," Wendy said, "right on the beach with an ocean view."

GRAPHIC: PHOTO: UCLA associate English professor Richard Yarborough speaks to potential students at Black Alumni Assn. recruitment reception. PHOTOGRAPHER: BOB CAREY / Los Angeles Times PHOTO: Wendy Dobbs, who has a 4.1 GPA, was visited at her home by recruiter from UC San Diego. PHOTOGRAPHER: BOB CAREY / Los Angeles Times

LANGUAGE: English

LOAD-DATE: April 12, 1998

LEVEL 1 - 28 OF 177 STORIES

Copyright 1998 Times Mirror Company
Los Angeles Times

April 9, 1998, Thursday, Home Edition

SECTION: Metro; Part B; Page 9; Op Ed Desk

LENGTH: 694 words

HEADLINE: COMMENTARY;
MAKING HAY WITH SHIFTY LABELS;
UC ADMISSIONS: POLITICAL RHETORIC HAS MADE THE TERMS 'WHITE' MEAN HAVES, 'MINORITY' HAVE- NOTS.

BYLINE: EUGENE VOLOKH, Eugene Volokh teaches constitutional law at UCLA Law School

BODY:

Asians are now white.

Don't believe me? A recent MSNBC news headline announced a "Plunge in Minority University Enrollment" at the University of California, with UC Berkeley reporting that "minority admissions had declined 61%." Actually, the total percentage of racial minority students at Berkeley, Asians included, fell from 57% to 49%. If you exclude the burgeoning group of people who decline to state their race, the minority percentage fell only three percentage points, from 61% to 58%.

The drop was exclusively among blacks, Latinos and American Indians. Asians, who make up less than 10% of the California population, apparently aren't a "minority."

Or listen to former state Chief Justice Rose Bird. Last year, she wrote a commentary saying that, without race preferences, the UC system would be "nothing more than a group of elitist, 'lily white' institutions." A co-organizer of Jesse Jackson's recent march in favor of race preferences called UC Berkeley's law school, whose entering class last year was 20% minority, including 14% Asian, "lily-white." Asians aren't just white; they are lily-white.

I first noticed this effect 10 years ago, at a party where a friend of mine commented that the guests were all white. I responded by mentioning about 10 Asians present. Oh, she said, that's right, but you know what I mean. At a recent UCLA conference, two speakers complained that everyone on the panel was white, without even realizing that one of the speakers was ethnically Chinese and another was an Asian Indian with skin darker than that of many American blacks.

To some extent, this sort of mistake is funny and even a bit heartwarming. The racial divisions between white and Asian, once so stark and to many almost

unbridgeable, are quickly fading away. Marriages between Asians and whites are increasingly common; while anti-Asian bigotry exists, it is (at least among whites) much rarer than it was only one or two generations ago. As with the experience of the Irish, Italians, Jews and many other groups in America, the Asian experience shows that racial divisions and hostilities can subside over time.

But there's a sinister aspect to this as well. To begin with, calling Asians "nonminorities" or even "white" is an error and a denial of their heritage. Asians have succeeded even though they are a racial minority; this fact deserves to be acknowledged. It redounds to the credit of the many Asians who worked terribly hard against often overwhelming odds. And it's evidence of the essential fairness of the American capitalist system, which has rewarded this hard work even though many people, including many government officials, tried to penalize it.

Calling Asians white also creates new lines, possibly very dangerous ones. "White" has stopped meaning Caucasian, imprecise as this term has always been, and has started to mean "those racial groups that have made it." "Minority" has started to mean "those racial groups that have not yet made it." This new division is as likely as the old to create nasty, corrosive, sometimes fatal battles over which racial groups get the spoils. So long as we think in terms of "white" and "minority," we risk disaster, no matter which races are put in which box.

And finally, calling Asians white is often a tool for misleading the public. Falsely calling a school "lily-white" gets a strong reaction from readers. Accurately saying, "There are relatively few blacks and Latinos at the school, but there are many Asians, perhaps more than there are whites" leads to a much more complex (as well as more well-informed) response. Falsely talking about plummeting "minority" admissions makes more political hay than accurately describing decreases among some racial groups and increases among others.

Ultimately, the only way to solve any of our problems, including our racial ones, is to tell the truth. We should celebrate the fact that Asians have succeeded. We should do things to make sure that all people, regardless of their race, have a chance to succeed. But in our fight for this success, we should be scrupulously honest about what's really going on.

LANGUAGE: English

LOAD-DATE: April 9, 1998

LEVEL 1 - 30 OF 177 STORIES

Copyright 1998 The Buffalo News
The Buffalo News

April 7, 1998, Tuesday, CITY EDITION

SECTION: VIEWPOINTS, Pg. 3B

LENGTH: 640 words

HEADLINE: PROPOSITION 209 WILL HURT US ALL

BYLINE: Carl Rowan

DATELINE: WASHINGTON

BODY:

The ugly truth is out about the impact of Proposition 209 on minorities seeking an education in the state universities of California. The most appropriate phrase to describe it is educational genocide.

At the University of California's Berkeley campus, of the 8,000 students offered admission to next fall's freshman class, only 191 are black, down from 562 last year. And only 434 are Hispanic, down from 1,045 last fall. The numbers are dismaying on other campuses as well.

That is a tragedy for minorities who are clawing their way up toward first-class citizenship, and it portends great troubles for California.

As many of us suspected, this Proposition 209 pretense that a standardized test and high school grades alone should determine who is worthy of college study has slammed the door in the faces of minorities as surely as if a George Wallace were guarding the portals.

The galling difference is that now a few blacks such as Ward Connerly of the California Board of Regents are perfuming the stench of bigotry by pretending that they are wiping out the curse of race in America by further punishing the historic victims of racism.

Some of the most ardent foes of affirmative action and diversity in education are now wallowing in shame, knowing that what they have forced upon California colleges is a cruel denial of opportunity to many promising youngsters, and it strikes a blow at America's future. Others, like Connerly, are merely pathetic in their pretenses that they've only halted "discrimination against Caucasians and Asians."

Terence J. Pell, senior counsel of the Center for Individual Rights, which has fought affirmative action in courts around the country, told The New York Times: "It will take a few years for the system to adjust." He says diversity is important, but "the challenge is how to get it without focusing on skin color."

The grave problem -- and the reason why blacks, Hispanics and American Indians need affirmative action in higher education -- is that the rulers of

this country and the controllers of education have focused on skin color from the very beginning of this society.

When you tell black children that they cannot go to school because you want them to pick cotton, when you restrict them to pathetically inadequate Jim-Crow schools, when you relegate them to segregated communities, it is absurd to withhold opportunity because they score lower on tests that measure knowledge of another culture and another world. The deprivations of slavery and Jim Crow take a toll that lasts for generations, not "a few years."

The same principle applies to Hispanics who also carry the burden of a different language and culture, and for American Indians, who bear the curse of acute isolation from the mainstream of American life.

California has said to these minorities, "You're down, and we're going to keep you down. And we're going to use a hypocritical claim that we're fighting racism to do it."

Berkeley's chancellor, Robert M. Berdahl, said grimly that the new admissions figures filled him with "disappointment, anger, frustration." He added that, "To the extent this leaves us a less diverse campus, it diminishes us."

It diminishes America, and the American dream.

No American state ought ever get to the point where it is saddled with an emotional fight over which race of children is most deserving of education. And even where enrollment slots and facilities are limited, it ought to make allocations on a basis of fairness, where those who have been privileged forever do not get precedence over those who have long been cheated.

Californians will learn, probably the hard way, that all their children -yes, whites and Asians, too -- will be harmed by Proposition 209. And the damage will spread across the land. North America Syndicate

LANGUAGE: ENGLISH

LOAD-DATE: April 9, 1998

LEVEL 1 - 33 OF 177 STORIES

Copyright 1998 The Chronicle Publishing Co.
The San Francisco Chronicle

APRIL 6, 1998, MONDAY, FINAL EDITION

SECTION: NEWS; Pg. A17

LENGTH: 929 words

HEADLINE: UC Berkeley Struggles to Live With Race-Blind Admissions Policy

BYLINE: Pamela Burdman, Chronicle Staff Writer

BODY:

The University of California at Berkeley regularly bests other UC campuses on statistical measures of excellence.

But last week, the flagship campus earned a dubious distinction, when officials grimly announced that they had offered freshman seats for next fall to 66 percent fewer black applicants and 53 percent fewer Latinos -- the largest drops of any UC campus.

Pointing to more modest systemwide numbers -- an 18 percent decline in African American acceptances and a 7 percent drop in offers to Latinos -- officials said UC remains a place of opportunity, even though special considerations based on race have been outlawed in the admissions office.

Still, the drops in diversity at the elite Berkeley and UCLA campuses are raising troubling questions about when an exclusive public school becomes too exclusive.

''It's not written in stone that we have to have a hierarchical system where we segregate students on the basis of their grades and GPAs,'' said Alexander Astin, a UCLA professor of education. ''I hope we start debating the wisdom of that.''

As the most prestigious public campus in the country, UC Berkeley sends rejection letters to more students than any other school -- including some 5,000 with 4.0 grade point averages this year.

The 4.0 students turned away from Berkeley included 800 who are black, Latino and Native Indian -- minority groups considered underrepresented at UC. Before the Regents and Proposition 209 halted preferences, most of those students would have gotten in.

Berkeley's leaders long have prided themselves in combining excellence and diversity. Race- neutral admissions make it harder to make that claim, particularly because the star students who received letters of acceptance will also be heavily recruited by schools that are even more prestigious than Cal.

Still, few have suggested that Berkeley abandon its attempt to pick the most outstanding candidates, for doing so is what defines an elite university.

The San Francisco Chronicle, APRIL 6, 1998

''The reason they all want to get into Berkeley is because it's an elite institution,'' noted Berkeley education professor Norton Grubb. ''Most people in the state think it's really quite something for there to be public universities that are ranked up with the world's best private universities.''

Nor is anyone arguing that the 4.0 applicants who can't go to Berkeley won't get a good education. Many will be courted by private schools. And, because their grades and test scores qualify them for UC admission, all will be offered seats at other UC campuses.

''The quality of undergraduate education is very strong on all of our campuses,'' said UC President Richard Atkinson. In the past, Berkeley and UCLA tended to enroll more minority students than most of the other campuses.

''It's a reallocation of where people are getting in. An 18 percent drop is not the titanic disaster that people have been talking about,'' said John Yoo, a Berkeley law professor who supported Proposition 209.

Such explanations don't satisfy advocates of the old rules who fear that UC will become a two-tiered institution, with blacks and Latinos shunted off to less popular campuses.

''We don't want segregated campuses,'' said state Assembly Speaker Antonio Villaraigosa, himself an affirmative-action recipient who graduated from UCLA in the 1970s.

That issue was also on the minds of nearly 200 Berkeley students who blockaded the intersection of Bancroft and Telegraph avenues last week after marching around campus, chanting ''Educate, don't segregate,'' to the beat of an Indian-style drum.

''Diversity is becoming a fading memory,'' bemoaned Lisa Garrett, a student with the Native American Recruitment and Retention Center. ''Be angry, but do something about it.''

Short of violating Proposition 209's requirement of race-blindness, the only way Berkeley could admit a more representative pool of students would be to relax traditional academic standards.

The campus already has de-emphasized SAT test scores. Now Ethnic Studies Professor Ronald Takaki has proposed using a lottery to choose from among the top applicants.

The idea is ''not out of the question,'' said Atkinson. But it has little currency with Berkeley professors and administrators. Nor do proposals that would admit a certain percentage of students from the top of every high school class.

''The idea of fine-tuning the admissions system has become a sort of panacea,'' said Hollinger. ''There's a danger that the university will be expected to correct inequalities that are too deep to be addressed by any university's admissions policy.''

Under a new process designed by Professor Jenny Franchot and other faculty members, more than 50 experts read nearly 30,000 files this year in search of students who demonstrated creativity or character, talent or tenacity -- an individual look similar to that used at Stanford and other top private schools.

''I'm reluctant to step away from this process of individual assessment,'' said Franchot.

So is Chancellor Berdahl. ''It's easier to say we're going to maintain excellence while we strive for diversity than to say we'll maintain diversity while we strive for excellence,'' he said.

But the only way to increase diversity, he said, would be to rectify imbalances in the school system. ''To date, 209 has only been interpreted as pertaining to university admissions,'' he said. ''It has not been perceived as requiring the state to provide equal opportunities to kids from kindergarten on.''

LANGUAGE: ENGLISH

LOAD-DATE: April 6, 1998

LEVEL 1 - 37 OF 177 STORIES

Copyright 1998 McClatchy Newspapers, Inc.
Sacramento Bee

April 5, 1998, METRO FINAL

SECTION: MAIN NEWS; Pg. A1

LENGTH: 1124 words

HEADLINE: OFFICIALS WEIGH THE COST OF UC DIVERSITY

BYLINE: Phil Garcia, Bee Deputy Capitol Bureau Chief

BODY:

For Gov. Pete Wilson, achieving ethnic diversity on California campuses is a desirable goal but one that must occur "on the natural" and not on the basis of explicit race-based preferences.

But for Assembly Speaker Antonio Villaraigosa, to allow the new race-blind admission policies of the University of Cali fornia to run their course is to embrace results that invite comparisons to Jim Crow segregation in the South.

"This isn't Mississippi or Alabama. This is California . . . a state where diversity is going to be the hallmark and characteristic of the future," Villaraigosa, D-Los Angeles, told reporters last week.

How the competing beliefs are reconciled will determine whether the Republican governor and the Democratic-controlled Legislature come to any agreement on how to address the steep drop in African American and Latino admissions at UC Berkeley and UCLA, higher-education experts say.

"There's a willingness by all to arrive at the same place. The problem will be, in the short run, how do you get there?" said Warren Fox, executive director of the California Postsecondary Education Commission.

The pitfall is that some of the various ideas for addressing the admissions issue -- from school vouchers to increased education spending -- may prove just as controversial as the original debate over the elimination of affirmative action at UC.

Last week, administrators reported that UC Berkeley accepted 66 percent fewer African Americans and nearly 53 percent fewer Latinos for this fall's entering class, while at UCLA, the declines were 43 percent and 33 percent, respectively. (At UC's eight undergraduate campuses overall, 18 percent fewer self-identified African American students and 7 percent fewer Latinos were admitted this year than last.)

A UC Berkeley spokesman said Friday that roughly 6,000 students with 4.0 GPAs were denied admission this fall, including 800 African American, Latino and American Indian students.

The figures reflected the impact of new admission policies adopted since the

elimination of affirmative action at UC three years ago and the passage of Proposition 209, the successful 1996 ballot measure that banned the use of race and gender as factors in state hiring, contracting and education.

"It really speaks to where Proposition 209 has brought us," Villaraigosa said at a Wednesday news briefing.

But Wilson, in a joint and at-times testy appearance with Villaraigosa later that day on PBS' "NewsHour" program, rejected that notion.

"What's behind these figures . . . is the fact that the public schools of California, frankly, have shortchanged these kids educationally, so that in an honest competition, many who were formerly accepted on the basis of explicit race-based preferences simply can no longer make it," the governor said.

In the months since the courts have upheld Proposition 209 and his administration has moved to implement it, Wilson has talked of the "heavy lifting" that now must begin to ensure each child in California is prepared to compete on the basis of merit.

But what does that mean?

For starters, Wilson points to his successful efforts to reduce class sizes in the early grades and the adoption of a new school testing program. He also points to his proposal to offer school vouchers to students from poorly performing schools. And he is backing a proposed November ballot measure that would allow teachers to be evaluated in part on student test scores and guarantee funding for class-size reductions, among other reforms. Legislation mirroring provisions in the proposed initiative has been introduced.

"If we provide them with the health care and the kind of challenging education that every child of every ethnicity in every community in California deserves," Wilson said, "we're going to achieve the diversity that is sought . . . on the natural, with high achievers of high intelligence having achieved their potential."

Villaraigosa countered that the state ranks "39th in per-pupil spending, dead last in class size and dead last in the per-capita expenditure of technology in our classrooms. So as much as we talk about leveling the playing field, we're just not."

Others questioned why the governor only relatively recently has trumpeted the need for major reforms in the K-12 system.

"The bar is equal now, but very large and growing segments of our population stand in a hole," said Rick Russell, who served on the UC Board of Regents as an alumni representative of UC Berkeley. "Now the governor wants to talk about the heavy lifting? What has he been doing for the last seven years?"

Patrick Callan, president of the National Center for Public Policy and Higher Education in San Jose, said the issue "is not a question of students who are not qualified" to hurdle the bar.

"If the governor and the Legislature were really serious about doing something on admissions in the short term, expanding the capacity would be the

best thing to do," Callan said, suggesting a move to year-round campuses.

Assembly GOP leader Bill Leonard of Upland said he was "astonished" that UC Berkeley overall admitted nearly 5 percent fewer students this year than last.

"My goal is to increase the number of slots and the number of scholarships, and then review the admissions process so that it gets diversity without using racial quotas," Leonard said.

Democrats already have introduced several measures to try to address the diversity issue.

The most far-reaching proposal is SCA 7, a proposed constitutional amendment by state Sen. Teresa Hughes, D-Inglewood. It would require UC to admit the top 12.5 percent of graduates from each high school in California. Currently, UC accepts the top 12.5 percent of graduates statewide.

Sen. Tom Hayden, D-Los Angeles, has introduced SB 1697, which would provide grants to school districts to finance SAT tutoring for low-income high school students. And Assemblywoman Carole Migden, D-San Francisco, has authored a bill, AB 1292, that would provide grants to school districts for regional, public-private partnerships that, among other things, would try to boost the pool of UC eligible students.

Asked if the governor supported any of these measures, Wilson spokesman Sean Walsh said, "We haven't analyzed the myriad of bills that are out there."

Walsh said the "governor would like to see a much stronger focus on charter schools, where the university adopts schools and then helps these students get into the UC."

In the meantime, Villaraigosa said he plans to personally write each student admitted to UC Berkeley and UCLA, encouraging him or her to actually enroll. "We need those kids because we need the kind of diversity they bring," he said.

GRAPHIC: Pete Wilson, left, and Antonio Villaraigosa seek different routes to diversity.

LANGUAGE: ENGLISH

LOAD-DATE: April 6, 1998

LEVEL 1 - 38 OF 177 STORIES

Copyright 1998 The Washington Post
The Washington Post

April 05, 1998, Sunday, Final Edition

SECTION: BOOK WORLD; Pg. X04

LENGTH: 1012 words

HEADLINE: Who Gets In?

BYLINE: Jay Mathews

BODY:

THE COLOR BIND

California's Battle to End

Affirmative Action

By Lydia Chavez

California. 320 pp. $ 40;

paperback, $ 16.95

Reviewed by Jay Mathews, a Washington Post reporter and the author, most recently, of "Class Struggle: What's Wrong (and Right) with America's Best Public High Schools."

University politics rarely rises above the level of a marital spat, but there are exceptions. A notable one was the July 20, 1995 decision by the University of California Board of Regents to end preferences based on race, religion, sex, color and ethnicity in admissions, hiring and promotion.

The vote that day was irresistible political theater. Gov. Pete Wilson's maneuvering for white male approval of his upcoming presidential campaign became so calculating that he refused to stand when Jesse Jackson, hoping to sway the majority of the regents, asked them to join him in prayer. The event also proved to be as significant as the headlines said it would be, a rare fulfillment of media hype. By 1997 admissions of Hispanics to Berkeley's Boalt Hall School of Law had dropped to only 39 and admissions of blacks to only 14, and only 18 Latinos and one black in the class of 270 accepted admission.

Former Los Angeles Times and New York Times reporter Lydia Chavez, a Berkeley graduate and a Berkeley faculty member, provides as evenhanded an account as there will likely ever be of this vote and of the subsequent battle over the anti-affirmative action ballot measure, Proposition 209. It is, nonetheless, impossible for mortals to remain so aloof indefinitely on such an issue, and in her last pages Chavez cannot resist damning the electoral process that distorted the nature and value of affirmative action. I do not entirely agree with her conclusion that voters made an uninformed choice, but I appreciate her candor

The Washington Post, April 05, 1998

and her welcoming attitude toward minorities that helped her own career and is a cornerstone of hiring policies at this newspaper and many others.

The heart of the book is the saga of the birth, growth, near suicide and final victory of Prop 209, in which 54.6 percent of California voters on Nov. 5, 1996 agreed to end state and local governmental preferences based on race, sex, ethnicity and national origin. (Note to publishers: Chavez includes a time line at the back of the book, something that all complicated political stories should have, if only to keep reviewers from going insane looking for dates.)

Chavez is a superb reporter. Her book is full of bizarre vignettes and jagged pieces of balkanized California politics suggesting that affirmative action's defeat was never as inevitable as the post-election commentators made it seem. The unappreciated genius of her drama is a non-Californian named Bill Clinton. He realized in his reelection campaign that California voters would cleave to the notion of mending, not ending, preferences for minorities, and stuck to that stance despite guffaws from the media. Chavez concludes that Clinton's pro-affirmative action allies in the Prop 209 fight lost, while he won the state's electoral votes, because they were unwilling to reach out as he did to white males who had genuine if misplaced fears of being supplanted by minorities wielding racial and gender quotas.

We northern Californians appreciate tales of intrastate political battles in which the combatants from south of the Tehachapis are proven to be dunces, and Chavez provides a fine example of the genre. The Bay Area and Sacramento members of the anti-209 coalition wanted to put an alternative "mend-but-don't-end" proposition on the ballot, but the Los Angeles members said no, which Chavez suggests was the wrong answer.

She explores the intricacies of the initiative process, early 20th-century reformer Hiram Johnson's little joke on his late-20th-century descendents, and reveals how important, and deceptive, the presence or absence of a word or two in the ballot description can be. Prop 209 opponents knew that in the minds of many Californians "affirmative action" was okay, while "racial preference" was not. The state legislative analyst had said that Prop 209 would end most affirmative action programs in the state. The opponents thought that view would be summarized in the few lines that voters read on the ballot card before they plunged in their voting stylus. But Republican attorney general Dan Lungren, eager to emulate Wilson on this issue and succeed him as governor, had the power to write the summary. His version said the proposition would bar government agencies from "discriminating against or giving preferential treatment." The words "affirmative action" did not appear. An appeals court, full of judges appointed by Republican governors, backed him up.

Chavez follows the campaign against 209 into the inner city, where the conventionally wise would expect to find minority citizens enraged at the threat to their futures. Instead, they shrugged it off. To them it was an argument among rich folks -- black, Hispanic, white and female rich folks, to be sure, but nobody like them. In South Los Angeles, Chavez writes, "many of the residents were too isolated from the mainstream to understand the connection between affirmative action and their lives -- if indeed there was one. Most had never competed against whites for jobs or for places at the state's elite universities."

The Washington Post, April 05, 1998

There have been some recent indications that the growing national threat to affirmative action may lead many universities toward more active recruiting of talented minorities, and toward putting more effort into improving high schools so that the scores of blacks and Hispanics will be as good as those of whites and Asians. Chavez's frustration with politics as a cure for social and educational equality is well argued, but I hope she is making notes for a second book on the impact of the events she describes. Pete Wilson's regents show and the blunt instrument of Prop 209 may have many unintended consequences, some of them helpful to many young people who deserve help.

LANGUAGE: ENGLISH

LOAD-DATE: April 05, 1998

LEVEL 1 - 41 OF 177 STORIES

Copyright 1998 Times Mirror Company
Los Angeles Times

April 3, 1998, Friday, Home Edition

SECTION: Part A; Page 3; Metro Desk

LENGTH: 824 words

HEADLINE: CALIFORNIA AND THE WEST;
UC TO OFFER ADMISSION TO 2,000 INITIALLY REJECTED;
EDUCATION: QUALIFIED STUDENTS WILL BE REFERRED TO LESS POPULAR CAMPUSES. EFFECT ON CLASS' RACIAL MAKEUP UNKNOWN.

BYLINE: KENNETH R. WEISS, TIMES EDUCATION WRITER

BODY:

The University of California announced Thursday that it will offer admission to at least 2,000 students who met all of the university's eligibility requirements but were squeezed out in the competition for any of the UC campuses where they applied.

UC officials have yet to determine the ethnic breakdown of the students who will be referred to the system's less popular campuses. For that reason, officials said, they could not say if the additional students would substantially alter the decline in the number of blacks and Latinos selected as part of the first freshman class in the post-affirmative action era.

Because the newly accepted students would be sent primarily to the system's less popular campuses, however, the change would not affect the sharp decline in the number of blacks and Latinos accepted at UCLA and Berkeley.

Nonetheless, UC officials took heart in new admissions figures released Thursday showing that blacks and Latinos systemwide did not fare as badly as they had at the university's most competitive campuses.

"We are all hopeful that things will turn out better than expected," said UC President Richard C. Atkinson. But he cautioned that the figures are only an initial indication of the makeup of the fall's freshman class, given that most students now must select among multiple offers--even from private universities offering scholarships.

Tallying up students accepted by at least one UC campus, officials determined that the number of African Americans dropped by 17.6% this year--far less than the 66% drop at UC Berkeley, or the 43% decline at UCLA.

The number of Latinos fell by about 7% systemwide, compared with the 53% drop at Berkeley and 33% decline at UCLA.

The reason is that declines measured at Berkeley and UCLA were partially

offset by gains at UC Santa Cruz, which offered spots to 7.4% more Latinos than last year, and UC Riverside, which extended offers to 42% more blacks.

While Berkeley accepted only 27% of all its applicants and UCLA took 33%, the UC system overall extended offers to 73% of those who applied--44,393 prospective freshmen out of 60,912 total applicants.

The Latino acceptance rate was nearly the same as the average, with almost 70% of the 7,616 Latino applicants accepted to at least one UC campus.

Blacks did less well: Admission to at least one campus was offered to 1,243 African Americans, 54% of the 2,302 black applicants.

Prospective freshmen, on average, applied to three UC campuses by checking off boxes on the application form used by all UC campuses.

Of the students who applied, roughly 14,000 simply failed to meet UC admissions standards. But UC officials estimate that at least 2,000 applicants did meet the standards, which cover grade-point averages, SAT scores and completion of college-prep courses, and nonetheless did not win acceptance to any of their chosen campuses.

So UC officials now plan to find spots for these qualified students at six of the campuses--UC Riverside, UC Santa Cruz, UC Irvine, UC Santa Barbara, UC Davis and UC San Diego--and issue letters offering admission by mid-April. They said they would not be able to offer any spots at the most oversubscribed campuses, UC Berkeley and UCLA.

Although this may be greeted as wonderful news by some students, UC officials note that it may also come as a surprise. For the most part, these qualified students have received nothing but rejection letters, which have not mentioned that the university will follow up with admission to another campus.

"It's terrible," said Atkinson of the way the process plays out for qualified students with a fistful of rejections. Atkinson said he will try to change the system next year, so that all campuses issue their letters "in one shot," so that all qualified students will end up with at least one acceptance letter amid the rejections.

"We have to change our ways," Atkinson said. "This is too tortuous and too difficult for families."

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC)

UC Admissions

The number of African Americans and Latinos accepted by at least one University of California campus dropped this year, as officials picked the first freshman class in the post-affirmative action era. The number of Asian Americans and whites actually grew, but that growth was masked by a surge of applicants who declined to state their ethnicity. Officials say at least 80% who offered no ethnic data are whites or Asian Americans.

	1997	1998	% Change
American Indian	336	318	-5.4%
African American	1,509	1,243	-17.6%

Latino	5,685	5,294	-6.9%
Asian American	14,421	14,427	0.0%
White	17,680	16,109	-8.9%
Declined to state	2,181	6,846	214%
Other	1,051	656	-37.5%
Total	42,863	44,393	3.6%

Source: University of California

GRAPHIC: GRAPHIC-TABLE: UC Admissions

LANGUAGE: English

LOAD-DATE: April 3, 1998

LEVEL 1 - 43 OF 177 STORIES

Copyright 1998 McClatchy Newspapers, Inc.
Sacramento Bee

April 3, 1998, METRO FINAL

SECTION: MAIN NEWS; Pg. A4

LENGTH: 966 words

HEADLINE: DROP IN BLACKS, LATINOS ADMITTED TO ALL OF UC LESS THAN AT CAL, UCLA

BYLINE: Brad Hayward, Bee Staff Writer

BODY:

Despite big declines among some minorities reported at UC Berkeley and UCLA this week, the University of California system as a whole has seen a less dramatic drop in the number of African Americans and Latinos admitted as freshmen this year, according to new figures released Thursday.

UC's eight undergraduate campuses have admitted 18 percent fewer self-identified African Americans and 7 percent fewer Latinos this year than last, the figures show. Those are far smaller declines than those reported at the flagship Berkeley campus where the drop was 66 percent among African Americans and 53 percent among Latinos.

Asian American admissions systemwide held even, while the number of self-identified white students fell 9 percent. UC officials say, however, that their analysis suggests many white and Asian American students are in the vastly increasing pool of applicants who declined to state their ethnicity.

Because students can apply to and be accepted by multiple UC campuses, the admissions figures released by individual campuses recently have counted some students more than once. The new systemwide numbers count each applicant only once, in order to show how many found a place somewhere at UC.

The results suggest that while the most competitive UC campuses saw steep declines in African Americans and Latinos this year -- the first year that freshmen were admitted without race-based affirmative action -- those drops were somewhat mitigated by minority gains at other UC campuses.

"I view it as good news -- that we have been fairly successful in continuing to attract the interest of underrepresented students and that places are being found for them," said UC President Richard Atkinson. He added, though, that he is still troubled by the minority declines that have appeared.

In addition to Berkeley and UCLA, four UC campuses -- Davis, Irvine, San Diego and Santa Barbara -- have seen declines in minority admissions, ranging from the single digits to 46 percent depending on the minority group and the campus. UC Riverside and UC Santa Cruz, meanwhile, have seen substantial increases in some minority categories.

UC leaders said they do not believe those divergent trends suggest that the

university system will become racially segregated.

"What's happened this one year works more in the direction of evening (the diversity in the system) out," said UC Provost Judson King, arguing that the campuses losing the most minority students this year were the most ethnically diverse to begin with.

Of 60,912 applicants to UC this year, 44,393 have been accepted by at least one campus.

As a proportion of the admitted UC freshman class, African Americans fell from 3.5 percent to 2.8 percent, Latinos from 13.3 percent to 11.9 percent and American Indians from 0.8 percent to 0.7 percent. But Asian Americans also declined, from 33.6 percent of the freshman class to 32.5 percent, as did whites -- from 41.2 percent to 36.3 percent.

Students declining to state an ethnicity jumped from 5.1 percent to 14.3 percent of the class.

The true ethnicity of those students is key to assessing how much of an impact the elimination of race-based selection criteria has had on minority admissions. UC officials said Thursday that the "decline to state" pool likely consists of a mix of students, but they believe that the majority come from the same groups they always have.

"Historically, there's a pattern. I'm inclined to believe that the bulk of the students who decline to state continue to be of white, Asian and biracial backgrounds," said Judy Kowarsky, assistant director of admissions at UC's Oakland headquarters.

UC officials offered these reasons for their conclusion:

* In previous years, several campuses have cross-checked the applications of "decline to state" students with ethnic information those students provided on campus enrollment forms and on standardized test forms. Roughly 80 percent of the "decline to state" group have turned out to be white or Asian American, said Rae Siporin, admissions director at UCLA.

* This year, applications to UC increased 8 percent overall and also went up among African Americans and Latinos. But applications fell 10 percent among self-identified whites and 2 percent among Asian Americans, suggesting that those were the students jumping to the growing "dec ne to state" pool.

* The rate at which the "decline to state" group was accepted to UC this year -- 72 percent -- was close to the rate for white applicants (74 percent) and above the 66 percent average acceptance rate for African Americans, Latinos and American Indians.

* Officials believe some of the increase in "decline to state" students stems from the fact that the optional question on ethnic identity was moved to a new, less conspicuous place on the application form.

UC officials acknowledged, however, that they do not know for sure who is in the "decline to state" pool and why it has grown so much larger, and as a result they continued to urge caution in analyzing the admissions results.

Thursday's figures are not final because UC will admit a limited number of additional students in the coming weeks.

All applicants who meet the university's minimum academic criteria are guaranteed a spot somewhere in the UC system, though not necessarily at their campus of choice. Officials estimate that between 2,000 and 4,000 of the 16,500 applicants who have not been accepted are still UC-eligible -- and now will be offered a slot at a UC campus that still has space.

Under Proposition 209 and a UC Board of Regents policy, UC campuses this year abandoned race-based selection criteria. Previously, African Americans, Latinos and American Indians were given extra points in the admissions process.

LANGUAGE: ENGLISH

LOAD-DATE: April 4, 1998

LEVEL 1 - 48 OF 177 STORIES

Copyright 1998 Times Mirror Company
Los Angeles Times

April 2, 1998, Thursday, Home Edition

SECTION: Metro; Part B; Page 9; Op Ed Desk

LENGTH: 426 words

HEADLINE: COMMENTARY;
SET UP A LOTTERY FOR UC'S TOP APPLICANTS;
EDUCATION: SAT POINTS AND GPAS FAVOR AFFLUENT STUDENTS. CHANGING THE GROUND RULES WOULD HELP MINORITIES COMPETE.

BYLINE: RONALD TAKAKI, Ronald Takaki is a professor of ethnic studies at UC Berkeley and, author of "A Different Mirror: A History of Multicultural America", (Little, Brown, 1993)

BODY:

Only 191 African American and 600 Latino students have been admitted to UC Berkeley for fall 1998; together they total only 10% of the admitted class, down from 23% for 1997. At UCLA, the number of African Americans admitted dropped 43%, Latinos 33%. Yet these students come from communities that compose close to 40% of the state's population.

Largely overlooked in the discussions over this disturbing decline in minority admissions is the fact that, at Berkeley, 800 of the rejected African American and Latino applicants had 4.0 grade point averages.

With perfect grades, why were they not admitted?

The answer is clear. They were not as "competitive" as the students with higher GPAs and higher SATs.

Students can achieve a GPA beyond 4.0 by taking advanced placement courses and receiving a top score of 5.0 for such courses. However, this method of measuring merit favors those students who attend suburban schools, with the financial resources to offer an abundance of AP courses.

The use of the SAT also constructs an uneven playing field for minority students. SAT scores correlate with the family incomes of students. Students from wealthier families can afford to take the exams several times and also to enroll in expensive SAT preparation courses.

These two unfair ways of evaluating applicants undermine equality of educational opportunity for minorities. Affirmative action was designed to help level the playing field. But until Proposition 209 can be overturned, what can be done?

The university can eliminate the awarding of bonus points to AP courses. Like

colleges and universities that have abandoned the SAT requirement, UC can also abolish dependence on or give significantly less weight to the SAT.

Moreover, UC's most competitive campuses have such an immense and eminently excellent pool of applicants that they can simply take the top third, for example, give numbers to those students and let a lottery do the choosing. This admission procedure would be blind to race, but would open equal educational opportunity to African American and Latino students with a 4.0 GPA. These academically outstanding minority students would be selected randomly along with students who are advantaged by high family incomes and wealthy school districts.

These changes in the admissions procedures would not enable the university to recover the diversity it had before Proposition 209, but such improvements would offer constructive ways for UC to pursue its commitment to serve all of the peoples of California.

GRAPHIC: GRAPHIC-DRAWING: "You see I can't get to the university...", MICHAEL RAMIREZ / Los Angeles Times

LANGUAGE: English

LOAD-DATE: April 2, 1998

LEVEL 1 - 50 OF 177 STORIES

Copyright 1998 The New York Times Company
The New York Times

April 2, 1998, Thursday, Late Edition - Final

SECTION: Section A; Page 12; Column 4; National Desk

LENGTH: 573 words

HEADLINE: Fewer U. of California Applicants Reveal Race

BYLINE: By The New York Times

DATELINE: LOS ANGELES, April 1

BODY:

In the first year that the University of California has selected a freshman class without considering race in admissions, the number of applicants who did not report their ethnic background on the forms increased by more than 150 percent.

Admissions officials speculated that a new application format as well as a reaction to California's ban on affirmative action were likely factors.

In figures for fall 1998 released in the last two weeks by the system's eight campuses, the number of students who left the "ethnic identity" box on their applications blank increased 154 percent over last year, or 13,575 students compared with 5,355 in 1997.

"As far as I know, this is the most the university has ever seen," said Rae Lee Siporin, director of undergraduate admissions at the University of California at Los Angeles.

University officials cited changes in the applications as a probable reason. The question this year was moved from near the front to the end of the form. The box is more clearly labeled as optional, and students must look up a code in a pamphlet to fill out the question completely.

"The number of students who don't answer a question goes way up the more difficult you make it to respond," Ms. Siporin said.

The inclusion of ethnicity on university applications was optional even before California voters approved Proposition 209 in November 1996. The ballot initiative banned consideration of race, ethnicity and sex in public institutions.

The admissions figures also showed a sharp decline in the number of Hispanic and black applicants admitted in the fall, and while officials said that some of the candidates who did not indicate their race were likely to be minorities, they did not think the number was large.

The University of California at San Diego checked the ethnicity of the 2,603

applicants to its campus who declined to state their race. Richard Backer, assistant vice chancellor for enrollment services at the San Diego campus, said that of the 1,493 students that he could trace through Scholastic Assessment Test data, nearly 90 percent were white or Asian. Mr. Backer said students might be reacting to the end of race as a factor in admission.

"White and Asian students may think that there is nothing in it for them to answer the question," he said, "but we really don't know why."

Lynn Hamilton, a consultant in Santa Barbara who helps students with college applications, said it was fairly common for white students not to state their ethnic background.

"One of the reasons that my Caucasian students don't want to do it is that ethnicity doesn't matter now," Ms. Hamilton said. "With my students of color, I tell them it may make a difference."

Ms. Hamilton also said some students declined to state their ethnicity because of political beliefs or because they are of mixed race.

Most minority applicants, educational consultants said, continue to disclose their ethnicity. One such student is Carlos Rios, a 17-year-old Hispanic student at Fremont High School in Oakland who was accepted at the Davis and Santa Cruz campuses and was waiting today to hear from Berkeley.

"I checked Chicano, Latino, Mexican-American, whatever," he said.

"Prop 209 really managed to scare a lot of Latinos," Mr. Rios said. "All my Latino friends are saying it's impossible to get into Berkeley now. They think they don't have a chance and they don't apply."

LANGUAGE: ENGLISH

LOAD-DATE: April 2, 1998

LEVEL 1 - 54 OF 177 STORIES

Copyright 1998 Gannett Company, Inc.
USA TODAY

April 2, 1998, Thursday, FINAL EDITION

SECTION: NEWS; Pg. 10A

LENGTH: 481 words

HEADLINE: UCLA, Berkeley pressing hard to win minorities Ballot measure slashed numbers

BYLINE: Maria Puente

BODY:

The admission letters have gone out to thousands of applicants to the two leading campuses of the University of California. Next come the phone calls.

Beginning Monday, admissions officers, faculty, and even Chancellor Robert Berdahl of UC Berkeley and Chancellor Albert Carnesale of UCLA will be chatting up many of the nearly 19,000 students offered admission to the 1998 freshman classes at Berkeley and UCLA.

It's a spring ritual, but this year's phone campaign will have a special urgency and special targets: more than 2,100 black, Latino and American Indian students.

The universities will be trying to preserve some semblance of racial and ethnic diversity in the wake of a new anti-affirmative action law that has dramatically reduced minority admissions for 1998.

A total of 2,145 black, Latino and American Indian students were offered admission this year, compared with 3,890 last year.

Berdahl and Carnesale want to persuade as many as possible to enroll. Otherwise, the incoming freshman classes at Berkeley and UCLA -- a total of 7,350 students -- will be virtually all white and Asian students.

"I will personally phone as many of these (underrepresented) students as I can," Berdahl promises.

But both universities expect to lose some minority students to their competitors at Harvard, Yale, Stanford and other elite private universities. Like the other students offered admission at UC, minority admitees are considered the cream of the crop of high school graduates.

"I would not be surprised to find that black students who get

accepted at Berkeley and UCLA will not go," says William Gray III, the former congressman who now heads the United Negro College Fund. "We have two problems here: Fewer minority students are being admitted, and fewer elect to go. And part of the reason is students don't want to be on a campus where people look at (them) as if they are remedial students. "

Many students already enrolled at the schools are reeling over the size of the drop in minority admissions.

"People are shocked, people are angry, people are appalled and disgusted," says Margaret Agbowo, a student and coordinator of Bridges Multicultural Center, an umbrella group of recruitment centers for minority students at Berkeley.

That reaction may help a student-run campaign to put a measure on the state ballot in 1999 to reverse Proposition 209, the anti-affirmative action measure approved by voters last year.

"I think it's going to galvanize people," predicts Berkeley law student Adam Murray, co-author of the Equal Educational Opportunity Initiative. "The polls showed that only 4% of the people who voted for 209 thought it would have a substantial impact on minority admissions, and the numbers now are showing that it is having an enormous impact. People want to be fair."

GRAPHIC: PHOTO, b/w, Wilfredo Lee, AP

LANGUAGE: ENGLISH

LOAD-DATE: April 02, 1998

LEVEL 1 - 60 OF 177 STORIES

Copyright 1998 Times Mirror Company
Los Angeles Times

April 1, 1998, Wednesday, Orange County Edition

SECTION: Part A; Page 1; Metro Desk

LENGTH: 1390 words

HEADLINE: ACCEPTANCE OF BLACKS, LATINOS TO UC PLUNGES;
EDUCATION: IN FIRST FRESHMAN CLASS SINCE AFFIRMATIVE ACTION WAS ENDED, BERKELEY AND UCLA SEE DRAMATIC DROP-OFFS. CAMPUSES WILL NOW LAUNCH CAMPAIGNS TO PERSUADE STUDENTS TO ATTEND.

BYLINE: KENNETH R. WEISS and MARY CURTIUS, TIMES STAFF WRITERS

BODY:

The number of African Americans accepted by UC Berkeley has plunged 66% and the number admitted to UCLA dropped 43% as the state's premier public institutions announced the first freshman class in two decades picked without any preference for race, ethnicity or gender.

Declines among Latinos were somewhat smaller but still substantial--53% at Berkeley and 33% at UCLA.

Those figures complete a picture that began taking shape last month when other UC campuses released their admissions statistics, most of which showed large declines in black and Latino admissions. UC Irvine, for example, had 19% fewer admissions of African-Americans and 8.6% fewer Latino newcomers.

The new figures mean that fewer than 200 African Americans were among the more than 8,000 students admitted to Berkeley--the lowest number of blacks since 1981. At both campuses, freshman Latinos and blacks will be at their lowest levels in more than a decade.

The numbers are certain to drop further as the admitted students--nearly all of whom have acceptance letters from more than one school--decide where they will attend this fall.

As has been true for several years, Asian Americans will be the largest group at UCLA and Berkeley, somewhat outnumbering whites.

With the elimination of affirmative action, UCLA and Berkeley--as well as most other UC campuses--gave extra consideration in the admissions process to applicants who come from poor families, are the first in their family to try for college or have overcome adversity to excel in school.

Although those adjustments helped some blacks and Latinos, they were "vastly outnumbered by low-income white and Asian students," said UC Berkeley admissions director Robert Laird.

UCLA, UC Berkeley and other UC campuses are launching aggressive recruiting drives to persuade the minority students they have admitted to come to their schools. In many cases, they will be facing off against the nation's elite private schools offering full scholarships.

"There is much more competition for these top students," said UCLA Chancellor Albert Carnesale. Even with the outreach, he conceded that "if everything is the same as last year, our number of underrepresented minorities will go down" further as students sort out their options.

UC Berkeley's Chancellor Robert Berdahl said he will "personally phone as many of these students as I can." UCLA is planning "phone-a-thons" with faculty, students and alumni to woo the best and brightest to join next year's class.

But Carnesale said he is worried that Tuesday's admission figures might scare away some black and Latino students with the message that "they are not wanted, nor welcome at UCLA."

"Nothing could be further from the truth," he said. "These students are wanted and needed more than ever."

Berkeley experienced a larger drop than UCLA in admissions of African Americans, Latinos and Native Americans--the types of students the university calls underrepresented minorities--for a couple of reasons:

First, Berkeley is the most competitive of any UC campus, accepting only 27% of its 30,000 applicants, while UCLA admitted 33% of its 32,600 applicants. Because African American and Latino high school students on average have lower scores, Berkeley's tougher standards meant fewer of them were admitted.

Second, UC Berkeley last year relied more heavily on affirmative action to boost its numbers of African American and Latino students, while UCLA had for years incorporated race and ethnicity in a more elaborate formula that gave extra consideration for underprivileged backgrounds.

The increases in white and Asian American students were masked somewhat in this year's statistics by an unprecedented 150% jump in the number of students who declined to state their ethnicity. UCLA officials, by cross-checking the figures against other data, determined that at least 80% of those who declined to state their race were white or Asian American.

Admissions officers believe the increase had to do primarily with a change in the format of the application, which placed the racial checkoff boxes at the end of the application and stressed that providing such racial information was voluntary.

Admissions officials said they have no explanation why whites and Asians are more inclined to opt out of stating their race.

Yet Ward Connerly, the UC regent who championed the ban on affirmation action, said he sees it as a lingering sign of distrust that the university is engaged in reverse discrimination.

"They are Asian and white kids who think they are going to be disadvantaged if they reveal who they are," Connerly said.

University of California policy allowed some preferences in admission for race, ethnicity and gender since the late 1970s until UC regents abolished affirmative action in 1995. While admissions officers worked on the new race-blind procedures, California voters approved Proposition 209, making affirmative action illegal in all public institutions.

The new rules took effect for graduate students last year, resulting in significant drops in underrepresented minorities accepted by UC's law and medical schools.

In addition to UCLA and Berkeley, UC Santa Barbara has seen declines in undergraduate admissions of minorities, with the number of African Americans admitted there dropping 14% this year, and Latinos by 23%.

But no campus has been hit with as big a drop as Berkeley, where Chancellor Berdahl met with some students and faculty in his office about helping with minority recruitment.

"The exclusion of Latino and African American students is unacceptable to me," said Ronald Takaki, a UC Berkeley professor of ethnic studies, voicing an objection commonly heard at the campus. Takaki called for throwing out SATs in admissions decisions and making other wholesale changes.

"We should overhaul the system," he said.

Berdahl defended the university's admissions officers, saying they have done a "remarkable job" and the best they could for underrepresented minorities under the constraints of the law.

He described his own reaction as "a mixture of disappointment, anger, frustration, hope and resolve."

Both sides should quit pointing fingers and telling each other "I told you so," he said.

Meredith Khachigian, chairwoman of the UC Board of Regents, termed the new figures "a call to action."

"The clear message," Khachigian said, "is that all of California, not just UC alone, must work hard to prepare greater numbers of children from all backgrounds to success in school and to motivate them to pursue a university education."

Connerly lauded efforts to improve the schools, but also suggested that even if it is "politically incorrect," society should "put some of the burden back on black and Latino families and students themselves for not taking advantage of opportunities."

"If they are not ready for Berkeley or UCLA, then they should go to a community college and get prepared so they can transfer in. We should not be admitting people to Berkeley or UCLA who are not ready to go to Berkeley and UCLA," he said.

But as they have done before, UC officials rejected the notion that the students they admitted in the past--or those they were turning away now--were unqualified to attend.

Pointing out that UCLA's admitted class has an average weighted GPA of 4.19 and average SAT scores of 1,324, undergraduate admissions director Rae Lee Siporin said she and her staff had the troubling task of rejecting "two-thirds of the students who apply to us"--many of whom have 4.0 GPAs and 1,250 SAT scores.

"All these students are outstanding," Siporin said. "And what affirmative action meant in the past was that in selecting from the outstanding students, having some kids who are African American or Chicano."

*

Weiss reported from Los Angeles and Curtius from Berkeley.

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC)

Dramatic Drops

Figures on the makeup of this fall's freshman class show the dramatic impact of eliminating affirmative action in admissions.

UC Irvine:

Latinos

1997: 1,412

1998: 1,291

African Americans

1997: 303

1998: 246

* Figures do not include about 250 athletes and others whose admission status is pending, but officials say most of those students are white.

Sources: UCLA, UC Berkeley

GRAPHIC: GRAPHIC-CHART: Dramatic Drops / Los Angeles Times

LANGUAGE: English

LOAD-DATE: April 1, 1998

LEVEL 1 - 61 OF 177 STORIES

Copyright 1998 Journal Sentinel Inc.
Milwaukee Journal Sentinel

April 1, 1998 Wednesday Final

SECTION: News Pg. 8

LENGTH: 98 words

HEADLINE: Minority admissions plummet at UC-Berkeley

SOURCE: Journal Sentinel wire reports

DATELINE: Berkeley, Calif.

BODY:

Affirmative action campaigners wondered for months how the repeal of racial preferences would change the face of the freshman class at Berkeley, flagship of the University of California system.

They got their answer Tuesday.

The number of blacks, Hispanics and American Indians offered admission for fall, the first undergraduates affected by the new, race-blind policy, plunged by 61%.

The figures are for admissions only. Actual enrollment, which will be much smaller, will not be known until students start responding to acceptance letters going out this week.

LOAD-DATE: April 2, 1998

LEVEL 1 - 66 OF 177 STORIES

Copyright 1998 The Chronicle Publishing Co.
The San Francisco Chronicle

APRIL 1, 1998, WEDNESDAY, FINAL EDITION

SECTION: NEWS; Pg. A1

LENGTH: 1173 words

HEADLINE: Top Minorities May Shun UC Berkeley
Many admitted under race-blind policy could go elsewhere

BYLINE: Pamela Burdman, Chronicle Staff Writer

BODY:

University of California at Berkeley officials acknowledged yesterday that they will have a hard time competing with Harvard, Yale and other elite colleges in attracting top minority students to next fall's freshman class.

Officials discussed their dilemma after releasing figures ensuring that under UC's new race-blind admissions regime the proportion of non-Asian minorities in the entering freshman class will be smaller than at any time since the campus began keeping track.

Administrators who prize diversity said the bad news doesn't stop with figures released yesterday -- a 61 percent drop in African Americans, Mexican Americans, American Indians offered seats for the fall. That's because the ''underrepresented minority'' students selected this year are the cream of the crop, star students who are at least as likely to pick another elite school as Berkeley.

''It's an obvious fear and something of a possibility,'' said Chancellor Robert Berdahl after releasing the official figures yesterday. ''We aren't taking anything for granted.''

Berdahl, a longtime affirmative action supporter, did not hide his dismay at the sharp drop in admissions numbers.

Of the 8,034 freshmen invited to attend Berkeley, only 652 are applicants who declared themselves to be black, Chicano or American Indian -- an overall decline of 61 percent from last year, when race was still a factor in admissions.

All but two of UC's eight undergraduate campuses registered drops in admissions of non-Asian minorities.

Officials emphasized that because most students applied to more than one campus, the overall effect on the entire system will not be clear until tomorrow. So some underrepresented minorities rejected by Berkeley may receive invitations to attend one of the other UC campuses.

With UCLA's announcement yesterday of a 36 percent decline, Berkeley, the UC

BEST COPY AVAILABLE

flagship, became the only campus to exceed the 50 percent mark.

''Personally I am very disappointed that our entering class will not better represent the impressive diversity that distinguishes this state,'' said Berdahl, calling the drop ''a loss to the entire university community.''

The regents approved the new race-blind policy in 1995. A year later, Californians passed Proposition 209, which outlawed consideration of race in state hiring, contracting, and public education.

The decrease in minority admissions at several campuses ''is a cause for concern -- and it should be a call to action,'' said regents chairwoman Meredith Khachigian. ''All of California, not just UC alone, must work harder to prepare greater numbers of children from all backgrounds to succeed in school.''

Tom Wood, a co-author of Proposition 209, said the new policy should not be blamed for the declines: ''If you use brute force to get the numbers (of minorities) up, and then you remove that, of course you're going to have an adverse impact.''

In addition to the new race- neutral policy, this year's applicants to Berkeley faced the stiffest competition ever. Only 27 percent, or 8,034, of the record 29,961 applicants were offered a seat. Last year, 8,229 (32 percent) of the 25,600 applicants received offers.

This year's admissions process was designed to be more comprehensive than the old one. For example, when looking at students' grades, evaluators also considered whether students took the most difficult courses available at their high school.

Jenny Franchot, chairwoman of a faculty committee that oversees admissions, says the new approach has the potential for admitting more underrepresented minority students in the future.

But that potential was not realized this year, despite an increase in applications from those students: Only 652 out of 3,675 underrepresented minority applicants were offered enrollment. Last year, the campus took 1,676, or half the 3,332 underrepresented minority candidates.

Those students also dropped from 20 percent last year to 8 percent as a proportion of those offered seats.

Latino students who are not of Mexican origin make up 2 percent of students offered admission -- slightly fewer than last year. White and Asian American students constitute 72.5 percent -- up from 68.5 percent last year. An additional 16 percent of students accepted did not check off their ethnicity.

But unless the campus successfully recruits the non-Asian minority students who were selected, their numbers could fall below 8 percent.

Campus officials said yesterday they are determined to avoid anything resembling last year's Boalt Hall law school experience, when none of the African American students and only seven of the Latinos who were offered seats chose to attend.

They are going all-out to encourage black, Chicano and American Indian students to enroll. Berdahl plans to personally phone as many of them as time allows.

''We learned something from the Boalt Hall experience,'' he said. ''We've got to be extremely aggressive in the selling of Berkeley.''

In the past, fewer than one- third of top African American students have chosen Berkeley after the campus selected them, according to admissions director Bob Laird. This year, there is the added question of the drop in diversity, which may detract from the campus' appeal to some students.

One selling point may be tuition that is only a fraction of that charged by elite private schools.

Yesterday, student critics of the new policy focused on the startling revelation that 800 of the rejected underrepresented minority students had 4.0 averages. But admissions director Bob Laird noted that more than 4,000 white and Asian American students with 4.0s also failed to make the cut.

As predicted, consideration of economic factors did not boost admissions of underrepresented minorities. Explained associate vice chancellor Pat Hayashi, ''They were vastly outnumbered in our applicant pool by low-income white and Asian students.''

CHART:

FRESHMEN ADMISSIONS TO CAL
This year, the University of California at Berkeley admitted fewer non-Asian minorities to next fall's
freshman class than at any time since 1981, when the campus started recording racial information. One-year drops were most pronounced among American Indians, African Americans and Chicanos.

Fall 1997	Fall 1998	
American Indian(x)	69	27 -61%
African American(x)	562	191 -66%
Asian 2,925	2,998	+2%
Chicano(x)	1,045	434 -58% Latino
221	166	-25%
White	2,725	2,674 -2%
Other 186	101	-46%

(x) Groups previously eligible for affirmative action consideration
Source: UC Berkeley
EC:

LANGUAGE: ENGLISH

LOAD-DATE: April 1, 1998

BEST COPY AVAILABLE

958-X

Additional copies of this publication may be purchased for $5.00 per copy (includes shipping and handling), **plus current California sales tax.**

Senate Publications
1020 N Street, Room B-53
Sacramento, CA 95814
(916) 327-2155

Make checks payable to SENATE RULES COMMITTEE.
Please include Senate Publication Number 958-X when ordering.